



Western Technical College

30504507 Application of Traffic Response

Course Outcome Summary

Course Information

Description	Through classroom lecture, and on-campus lab and WI Department of Justice integration exercises, students will learn and apply skills addressed in the following Phase III topics from the WI Department of Justice 720 Academy curriculum framework: Traffic Law Enforcement - Core and Radar, Traffic Crash Investigations & Incident Management, Operating a Motor Vehicle While Intoxicated (OMVWI), Standardized Field Sobriety Tests (SFST), Hazardous Materials and Weapons of Mass Destruction (WMD), Incident Command Systems and NIMS, and Report Writing.
Career Cluster	Law, Public Safety, Corrections and Security
Total Credits	3

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. **III.W.1. Preview the Speed-Measuring Device Operator Training Program (Core Module).**

Assessment Strategies

- 1.1. Core Module Speed Measurement Instrument Operator Course Pre-Test

Criteria

- 1.1. Student discusses that the purpose of the Core Module is to provide them with the knowledge and skills necessary to perform speed enforcement activities.
- 1.2. Student reviews the module content: speed enforcement; legal considerations; operational considerations; and module review.
- 1.3. Student understands that there is a written post-test and practical demonstration at the end of the course.
- 1.4. Student explains that this is just a core module. Once at an agency, new officers will need a minimum of 16 hours of field training in a realistic enforcement environment under the supervision of a trained speed-measuring device operator.

Learning Objectives

- 1.a. III.W.1.1. Review the National Highway Traffic Safety Administration (NHTSA) Core Module learning objectives.
- 1.b. III.W.1.2. Review the NHTSA Core Module course content.
- 1.c. III.W.1.3. Explain the course completion requirements.
- 1.d. III.W.1.4. Explain the follow-up training needed upon completion of the Core Module.

2. **III.W.2. Explore how speed enforcement helps reduce crashes and their severity in addition to reducing the number of fatalities and injuries caused by speeding.**

Assessment Strategies

- 2.1. discussion about how exceeding the posted speed limit or driving too fast for conditions is one of the most prevalent factors contributing to traffic crashes

Criteria

- 2.1. student discusses how higher speeds can overwhelm a driver's capabilities.
- 2.2. student discusses how an operator's capability can be affected by his/her perception-reaction time.
- 2.3. student discusses how higher speeds can affect driver reaction time and crash severity.
- 2.4. student identifies factors that influence speed enforcement site selection.
- 2.5. student identifies speed enforcement electronic countermeasures and jamming devices.

Learning Objectives

- 2.a. III.W.2. 1. Discuss the relationship of speeding and vehicle crashes, fatalities and injuries.
- 2.b. III.W.2.2. Discuss the benefits of effective speed enforcement.
- 2.c. III.W.2.3. Discuss the relationship of increased vehicle speed and highway crashes.
- 2.d. III.W.2.4. Discuss how effective speed enforcement helps reduce the number of vehicle crashes and their resulting injuries.

3. III.W.3. Identify and describe the laws, court rulings, regulations, and policies and procedures affecting speed device operations and speed enforcement in general.

Assessment Strategies

- 3.1. Oral, written or graphic assessment

Criteria

- 3.1. student differentiates between the basic speed law and the absolute speed law.
3.2. student discusses the basic/absolute rule overlap.
3.3. student explains how to prove the speed law violation in court (core elements of proof; driver, vehicle, time, and venue; sufficient observation; opinion concerning speed; speed exceeded lawful speed, and measurement device and operator considerations).
3.4. student explains hearsay, judicial notice, and prima facie.

Learning Objectives

- 3.a. III.W.3.1. Discuss elements of the basic speed law and absolute speed law.
3.b. III.W.3.2. Define judicial notice and discuss how it applies to speed entrapment.
3.c. III.W.3.3. Describe the principles of the “Daubert” rules and how they apply to speed enforcement.
3.d. III.W.3.4. Describe the required steps for successfully prosecuting a speed violation.

4. III.W.4. Set up, test, and operate a speed-measuring device for enforcement purposes.

Assessment Strategies

- 4.1. setting up and reading a speed-measuring device (RADAR)
4.2. core module write post test passed with at least 70%
4.3. practical knowledge test

Criteria

- 4.1. student explains that an officer must know, and later articulate, that a specific vehicle and a particular person operating that vehicle did in fact violate the speed law (tracking history).
4.2. student describes the steps for developing a tracking history: visual observation and estimation; audio confirmation; and device corroboration.
4.3. student describes the safety considerations for site selection, officer safety and violator safety.
4.4. student describes and demonstrates how to estimate speed (violator identification and target vehicle considerations).

Learning Objectives

- 4.a. III.W.4.1. Discuss the components of a speed enforcement tracking history.
4.b. III.W.4.2. Discuss the safety considerations that apply to speed enforcement.
4.c. III.W.4.3. Demonstrate the ability to estimate vehicle speeds.

5. III.W.5. Examine the scientific principles applied to the operation of radar devices

Assessment Strategies

- 5.1. discussion of the scientific principles of radar devices

Criteria

- 5.1. student explains that RADAR is an acronym of the phrase radio detection and ranging.
5.2. student explains that Radar speed-measuring devices provide a speed reading of a detected target, but not the range to the target.
5.3. student defines frequency as the number of recurrences of a signal during one second of time. Frequency refers to the oscillation rate of a periodic signal (source).
5.4. student defines wavelength as the distance from the beginning of the peak to the end of the valley. Wavelength is a property associated with the propagation of a reoccurring signal. A wave usually consists of many cycles (not just one).
5.5. student differentiates between the Federal Communications Commission (FCC) assigned radar frequency bands currently used: K-band, and Ka-band.
5.6. student discusses the characteristics of the radar beam and radar range.

Learning Objectives

- 5.a. III.W.5.1. Define radar and discuss the origin and history of radar technology as it relates to speed measuring.
5.b. III.W.5.2. Define the terms frequency, wave length and signal speed and discuss their relationship in the radar speed-measuring process.

- 5.c. III.W.5.3. Define the Doppler Principles and discuss its applicability to the radar speed-measuring process.

6. III.W.6. Apply the principles of operation to specific radar devices.

Assessment Strategies

- 6.1. setting up, testing and operating a radar device
6.2. passing the post-test (70%)
6.3. practical knowledge test (skills checklist)

Criteria

- 6.1. student describes how to operate stationary radar, moving radar and same direction radar devices and list factors that affect the accuracy and effectiveness of each type of device.
6.2. student lists the tracking history for each type of radar device.
6.3. student lists general operation considerations.
6.4. student describes the tests for accuracy of radar devices (light test, internal circuit test, external tuning fork test, patrol speed verification test, and other subsequent accuracy tests).
6.5. student describes various case law to support radar device use and accuracy.
6.6. student sets up, tests and operates a radar device.
6.7. student participates in a moot court exercise, demonstrating proper courtroom testimony and demeanor, articulating that all elements of the offense were present and that the speed-measuring device was used in compliance with appropriate law.

Learning Objectives

- 6.a. III.W.6.1. Discuss how radar devices determine a vehicle's speed.
6.b. III.W.6.2. Describe the operation of stationary radar devices.
6.c. III.W.6.3. Describe the operation of moving radar devices.
6.d. III.W.6.4. Describe the operation of same direction radar devices.
6.e. III.W.6.5. Discuss factors that can affect the accuracy and effectiveness of radar speed-measuring devices.
6.f. III.W.6.6. Identify the components, features, and their function of the specific radar device(s) used.
6.g. III.W.6.7. Set up and perform an accuracy test with specific radar speed-measuring devices.
6.h. III.W.6.8. Operate the radar speed-measuring device to accurately measure the speed of a target vehicle.
6.i. III.W.6.9 Describe health and safety risks associated with operating speed measuring devices.

7. III.C.1. Recognize how the Emergency Traffic Control and Scene Management Guidelines can benefit emergency responders and the general public.

Assessment Strategies

- 7.1. discussion about the Emergency Traffic Control and Scene Management Guidelines

Criteria

- 7.1. student defines a traffic incident as an incident that is manmade that impacts highway travel and an incident that requires a response to protect life or property and to mitigate its impacts.
7.2. student explains that traffic incidents include motor vehicle crashes, fires, disabled vehicles, infrastructure damage, HAZMAT release, and major disasters.
7.3. student discusses the impact of incidents; congestion and delay, economic impacts, and the impact on safety of responders, crash victims, and the traveling public.
7.4. student describes the Traffic Incident Management Enhancement Program.
7.5. student explains how the Emergency Traffic Control and Scene Management Guidelines were developed and explain the purpose of the guidelines.
7.6. student lists incident response partners.

Learning Objectives

- 7.a. III.C.1.1. List the primary impacts of traffic incidents.
7.b. III.C.1.2. Explain the purpose of the Emergency Traffic Control and Scene Management Guidelines.
7.c. III.C.1.3. Identify at least five response disciplines that can benefit from awareness of the Emergency Traffic Control and Scene Management Guidelines.

8. III.C.2. Explain basic Traffic Incident Management (TIM) concepts.

Assessment Strategies

- 8.1. discussion about traffic incident management.

Criteria

- 8.1. student explains that TIM consists of a planned and coordinated multi-disciplinary process to detect, respond to and clear traffic incidents so that traffic flow may be restored as safely and quickly as possible.
- 8.2. student explains that effective TIM reduces the duration and impacts of traffic incidents and improves the safety of motorists, crash victims, and emergency responders.
- 8.3. student explains that the National Unified Goal for TIM includes responder safety; safe, quick clearance; and prompt, reliable, interoperable communications.
- 8.4. student describes the Incident Command System (ICS) as a standardized, on-scene, all-hazards incident management concept which allows users to adopt an organizational structure for handling an incident without being hindered by jurisdictional boundaries.
- 8.5. student discusses the differences in an ICS response for a single command and a unified command response.
- 8.6. student lists the overriding incident response priorities as: life safety, incident stabilization, and preservation of property and the environment.
- 8.7. student identifies incident classifications as: major (expected duration of more than 2 hours), intermediate (expected duration between 30 minutes and 2 hours), and minor (expected duration of less than 30 minutes).

Learning Objectives

- 8.a. III.C.2.1. Define traffic incident management.
- 8.b. III.C.2.2. Explain the three Traffic Incident Management (TIM) National Unified Goal (NUG) objectives.
- 8.c. III.C.2.3. List the three incident classifications and the anticipated duration of each.
- 8.d. III.C.2.4. Explain the purpose of the Incident Command System (ICS) and Unified Command at a traffic incident scene.
- 8.e. III.C.2.5. List the three incident response priorities.

9. III.C.3. Examine responder safety fundamentals.

Assessment Strategies

- 9.1. review the high-visibility safety apparel that must be worn by incident responders.

Criteria

- 9.1. student explains the purpose of Wisconsin's "Move Over Law."
- 9.2. student describes the responders visibility requirements (high-visibility safety apparel that must be worn by incident responders).
- 9.3. student discusses factors that influence situational awareness (never trust traffic, never turn your back to approaching traffic, look before you move, plan an escape route, tunnel vision, and current weather effects on driving and visibility).
- 9.4. student discusses the benefits of and how to properly use emergency vehicle lighting during incidents.
- 9.5. student describes the importance of emergency vehicle markings and how they can affect incident safety.

Learning Objectives

- 9.a. III.C.3.1. Describe the Wisconsin "Move Over Law."
- 9.b. III.C.3.2. Define high-visibility safety apparel requirements for incident responders.
- 9.c. III.C.3.3. Identify at least three safety considerations related to working on or alongside active highways.
- 9.d. III.C.3.4. Describe how both emergency vehicle lighting and markings can impact scene safety.

10. III.C.4. Describe how to size up the scene and communicate during an incident response.

Assessment Strategies

- 10.1. discussion on sizing up the scene and communicating with others during the incident

Criteria

- 10.1. student discusses six initial scene response objectives and how to achieve them (put on high-visibility safety apparel, position your vehicle to establish the initial block, conduct scene size-up, stabilized the scene and provide medical attention to the injured persons, initiate ICS and/or unified command, establish a traffic incident management area (TIMA)).
- 10.2. student explains ten scene size-up considerations (location, incident classification, public works and/or highway department, vehicles, injured persons, hazardous materials, towing and recovery, traffic conditions, additional resources, and any other conditions that affect responder safety).

- 10.3. student determines if you should investigate a crash in place (move it or work it) or move it to a secondary location.
- 10.4. student describes the communications that happen between dispatchers and incident responders during an incident.
- 10.5. student describes the role that the Statewide Traffic Operations Center (STOC) plays in managing traffic incidents.
- 10.6. student describes the role and capabilities of the WI 511 program.

Learning Objectives

- 10.a. III.C.4.1. List six initial scene response objectives.
- 10.b. III.C.4.2. Identify ten scene size-up considerations.
- 10.c. III.C.4.3 Determine whether to investigate the crash at its location or move it to a secondary location.
- 10.d. III.C.4.4. Describe the role of public safety communications/dispatch centers.

11. III.C.5. Establish a Traffic Incident Management Area (TIMA).

Assessment Strategies

- 11.1. setting up TIMAs based on the scenarios provided

Criteria

- 11.1. student explains how the Manual on Uniform Traffic Control Devices can help you during an incident response.
- 11.2. student differentiates between an advanced warning area, a transition area, an activity area, and a termination area.
- 11.3. student identifies different types of equipment that you can deploy to help set up the TIMA (cones, signs, flares, etc.).
- 11.4. student identifies where response vehicles should be safely positioned within a TIMA.
- 11.5. student describes the need for, and how to set up, a taper.
- 11.6. student describes how to position emergency vehicles and create a barrier between the upstream traffic and the incident space (blocking).
- 11.7. student describes the traffic control and safety considerations that are needed for a HEMS landing and takeoff.
- 11.8. student describes the steps to breakdown the scene and return it to its normal working condition.
- 11.9. student explains the steps for deploying a ramp gate.

Learning Objectives

- 11.a. III.C.5.1. Describe the four main components of a Traffic Incident Management Area (TIMA).
- 11.b. III.C.5.2. Identify multiple traffic control devices that can be used to provide advanced warning.
- 11.c. III.C.5.3. Describe the need for, and how to set up, a taper.
- 11.d. III.C.5.4. Identify where response vehicles should be safely positioned with in a TIMA.
- 11.e. III.C.5.5 Describe traffic control considerations for helicopter emergency medical service (HEMS) incidents.
- 11.f. III.C.5.6. Describe how scene breakdown results in changing traffic conditions and the corresponding safety implications.
- 11.g. III.C.5.7 Explain how to deploy a ramp gate.

12. III.C.6. Describe clearance and removal operations at the end of a traffic crash incident.

Assessment Strategies

- 12.1. participate in a group discussion on clearance and removal operations.

Criteria

- 12.1. student explains Wisconsin's quick clearance law (steer it or clear it) and related hold harmless provisions.
- 12.2. student reviews the Towing and Recovery Call-Out Checklist.
- 12.3. student provides a reason for the tow, location, vehicle information (light duty vs. heavy duty), and any additional vehicle/crash information available.
- 12.4. student explains why and when delayed recovery should be used.

Learning Objectives

- 12.a. III.C.6.1 Describe Wisconsin's quick clearance law and the related hold harmless provision strategies for both minor incidents and incidents that involve tractor trailers and/or spilled cargo.
- 12.b. III.C.6.2 List the types of information that needs to be provided to towing and recovery to facilitate their response.

- 12.c. III.C.6.3 Describe the major activities that take place during termination and identify safety related considerations for scene breakdown.

13. III.C.7. Conduct an initial investigation at a crash scene.

Assessment Strategies

- 13.1. discuss the RESPOND model as it relates to traffic crash investigations
13.2. discuss officer actions when conducting an initial investigation at the crash scene

Criteria

- 13.1. student discusses how to identify the level of investigation required for various types of traffic crashes based upon severity.
13.2. student identifies the different types of measurement systems used for traffic crash investigations.
13.3. student discusses how to identify and interview operators, passengers, and witnesses at a crash scene.
13.4. student discusses how to identify physical appearance factors, characteristics, and behaviors of the driver relevant to the crash investigation.
13.5. student discusses what types of equipment officers should inspect on a vehicle and discuss expected damage results, potential equipment failures, and unusual conditions an officer may find at a crash scene.
13.6. student discusses what types of occupant restraint systems officers should inspect on a vehicle and discuss expected damage results, potential equipment failures, and unusual conditions an officer may find at a crash scene.

Learning Objectives

- 13.a. III.C.7.1. Review traffic crash facts for Wisconsin and the history of traffic crash investigations.
13.b. III.C.7.2. Describe legal aspects of crash investigations and identify the level of investigation required for a specific crash based upon the severity.
13.c. III.C.7.3. Identify operators, passengers, and witnesses at a crash scene.
13.d. III.C.7.4. Inspect vehicles involved in a crash.
13.e. III.C.7.5. Inspect occupant protection systems.

14. III.C.8. Identify the mechanics of measuring and documenting traffic crash scenes.

Assessment Strategies

- 14.1. measuring field exercise demonstrating the principles of scaled diagramming via steel tape mock traffic crash field investigation

Criteria

- 14.1. student completes a field sketch and field measurement sheet obtaining data during the instructor led field measurement exercise demonstration.
14.2. student obtains all required information to conduct a thorough traffic crash investigation in order to complete the DT4000 traffic crash report (electronic version in TraCS).
14.3. student obtains all information for your basic crash investigation field sketch.

Learning Objectives

- 14.a. III.C.8.1. Decide what results of the crash to locate at a property damage only scene.
14.b. III.C.8.2. Decide what results of the crash to locate at a moderate injury scene.
14.c. III.C.8.3. Mark spots on the road and roadside.
14.d. III.C.8.4. Draw a field sketch.
14.e. III.C.8.5. Identify items on your field sketch.

15. III.C.9. Complete the Wisconsin Motor Vehicle Crash Report (DT4000) in TraCS.

Assessment Strategies

- 15.1. completing the Wisconsin Motor Vehicle Crash Report (DT4000) in TraCS

Criteria

- 15.1. student watches training videos on completing the DT4000 in TraCS
15.2. student completes each field on the DT4000 in TraCS.
15.3. student records vehicles, roadway, and environmental conditions prior to the collision.
15.4. student understands how to use the diagram tool to diagram the crash scene in TraCS.
15.5. student diagrams the crash scene in the diagram field of the DT4000 in TraCS.
15.6. student records possible contributing circumstances to the crash.

Learning Objectives

- 15.a. III.C.9.1. Complete each field in a Wisconsin Motor Vehicle Accident Report (DT4000) in TraCS.
- 15.b. III.C.9.2. Record vehicles, roadway, and environmental conditions prior to the collision.
- 15.c. III.C.9.3. Become familiar with how a template (Northwestern University Version) is used to diagram the crash scene.
- 15.d. III.C.9.4. Diagram the crash scene in field 99 on the Wisconsin Motor Vehicle Crash Report (DT4000) in TraCS.
- 15.e. III.C.9.5. Record contributing circumstances to the crash.

16. III.C.10. Record the crash scene using photography.

Assessment Strategies

- 16.1. complete a photo log listing what to take pictures of, from what angle, and why

Criteria

- 16.1. "At Scene" photographs
- 16.2. student explains that four overall views (at least 150 feet from the near intersection side for a 4-lane undivided road) are taken
- 16.3. student explains that four medium views (cover street width at or near the area of impact) should be taken
- 16.4. student explains that driver view(s) on approach should be taken (36 to 42 inches above ground level)
- 16.5. student explains that you take a best overall picture of the scene (including vehicles, all results, and land mark(s))
- 16.6. Photographs of the road:
- 16.7. student explains that photographs should include skid marks, yaw marks, tire marks, solid and liquid debris, what's there and maybe even what is NOT present
- 16.8. you explain that photographs should show location identification of marks on the road, including a landmark or by taking two photos, one including a background object or including your own identifying marks in the photo
- 16.9. student discusses photographing long marks (more than 40 feet) beginning to end and any peculiarities in between, at regular intervals, and that special attention should be paid to changes in direction or peculiar areas and textures of the road
- 16.10. Vehicle Damage Photographs:
- 16.11. student explains how these photographs can be used to reconstruct the scene and evaluate repair costs
- 16.12. student explains standard photo recording (4 photos starting at the front of the vehicle working clockwise and squarely toward the side area) photographing along the vehicle's centerline (aligning camera by undamaged parts)
- 16.13. student lists detailed damage photos that should be taken, such as imprints of one vehicle on another, friction and/or abrasion marks, damage to lamps, damage to loads, sources of injury to pedestrians or occupants (flash for interior photos), and detailed damage to tires and wheels and under side of vehicle
- 16.14. Specific Photographs:
- 16.15. student identifies specific photographs to take such as, vehicle interiors (make exposure as if there were no daylight), use a series with an assistant for specific items (VIN's, matched areas, evidence, etc.), take unscaled and scaled photos, and visibility conditions (weather, fog, traffic control devices, parked vehicles, obstructions, window condition, etc.)
- 16.16. student identifies photographs that document victim(s)' location(s) and injuries when appropriate (thrown from vehicle or contact areas inside the vehicle)
- 16.17. student discusses photos taken that identify vehicle condition (contents, tires, any indication the vehicle was unsafe prior to the crash, etc.)

Learning Objectives

- 16.a. III.C.10.1. Describe the purpose for photographing crash scenes.
- 16.b. III.C.10.2. Take basic "At-Scene" photos.
- 16.c. III.C.10.3. Photograph physical marks on the road.
- 16.d. III.C.10.4. Photograph vehicle damage.
- 16.e. III.C.10.5. Take pictures of additional conditions at the crash scene.

17. III.C.11. Take appropriate enforcement action based on information gathered.

Assessment Strategies

- 17.1. determine whether to take enforcement action or take no legal action against any person involved in a crash
- 17.2. complete an electronic citation in TraCS

Criteria

- 17.1. student lists any factors involved in taking enforcement action against any person involved in the crash
- 17.2. student explains reasoning for taking no legal action
- 17.3. student explains how to use the information gathered at the scene and documentation of the crash to justify prosecution

Learning Objectives

- 17.a. III.C.11.1. Observe procedures to determine speed estimates.
- 17.b. III.C.11.2. Identify issues involved in taking enforcement action based on a traffic crash.
- 17.c. III.C.11.3. Determine what enforcement action, if any, to take.
- 17.d. III.C.11.4. Document the crash and crash investigation to support prosecution.
- 17.e. III.C.11.5 Complete a Uniform Traffic Citation (MV 4016 paper version) and/or electronic Uniform TraCS Traffic Citation for the casual factor(s) and other violation(s) identified during the mock crash exercise.

18. III.F.1. Describe the detection, general deterrence and legal environment of impaired driving.

Assessment Strategies

- 18.1. discussion on general deterrence, detection and legal issues surrounding impaired driving and by describing the evidentiary tests and other test used after an impaired driving arrest.
- 18.2. describe the procedures for processing subjects who refuse to consent to testing
- 18.3. describe the procedures for suspending or revoking a suspect's license and issuing a temporary license.

Criteria

- 18.1. student defines general deterrence.
- 18.2. student describes the relationship between detection and general deterrence.
- 18.3. student states the elements of an impaired driving offense.
- 18.4. student discusses the implied consent law.
- 18.5. student discusses the relevance of chemical test evidence.
- 18.6. student reviews precedents established through case law.

Learning Objectives

- 18.a. III.F.1.1. Demonstrate pre-training knowledge of the Standardized Field Sobriety Test (SFST) course topics.
- 18.b. III.F.1.2. Describe the frequency of impaired driving violations and crashes.
- 18.c. III.F.1.3. Define general deterrence.
- 18.d. III.F.1.4. Describe the relationship between detection and general deterrence.
- 18.e. III.F.1.5. Describe a brief history of alcohol.
- 18.f. III.F.1.6. Identify common alcohol types.
- 18.g. III.F.1.7. Describe the physiologic processes of absorption, distribution and elimination of alcohol in the human body.
- 18.h. III.F.1.8. Discuss the elements of impaired driving offenses.
- 18.i. III.F.1.9. Discuss the provisions of the implied consent law.
- 18.j. III.F.1.10. Discuss the relevance of chemical test evidence.
- 18.k. III.F.1.11. Discuss precedents established through case law.

19. III.F.2. Recognize and interpret indicators of impaired driving.

Assessment Strategies

- 19.1. create an outline of the three phases of impaired driving detection
- 19.2. identifying the issues that determine whether a subject will be incarcerated or release

Criteria

- 19.1. student creates an outline of the three phases of detection that includes specific detection cues and decisions officers must make in each phase.
- 19.2. student lists the issues that determine whether a subject will be incarcerated or released.
- 19.3. students notes indicate evidence of impaired driving from cues identified by NHTSA.
- 19.4. student notes detail the manner in which the drivers respond to the officer's signal to stop.
- 19.5. student notes include what was seen and heard during face-to-face contact between officers and drivers.
- 19.6. student notes detail the drivers exit from the vehicle and any other actions.

Learning Objectives

- 19.a. III.F.2.1. Describe the three phases of detection.
- 19.b. III.F.2.2. Describe the tasks and key decisions of each phase.
- 19.c. III.F.2.3. Use a standard note taking guide.
- 19.d. III.F.2.4. Introduce guidelines for effective testimony.
- 19.e. III.F.2.5. Identify initial observations and visual cues of impaired vehicle operation.
- 19.f. III.F.2.6. Identify driver behavior that is indicative of an impaired driver.
- 19.g. III.F.2.7. Identify reasonable suspicion as it relates to a traffic stop for impaired driving.
- 19.h. III.F.2.8. Describe the role of psychophysical (SFSTs) and preliminary breath tests.
- 19.i. III.F.2.9. Describe the concepts of divided attention and nystagmus tests.
- 19.j. III.F.2.10. Discuss the advantages and limitations of preliminary breath testing.
- 19.k. III.F.2.11. Discuss the arrest/no arrest decision.

20. III.F.3. Describe the concepts and principles of the standardized field sobriety tests.

Assessment Strategies

- 20.1. a discussion on the development and validation of the field sobriety tests

Criteria

- 20.1. student describes how the horizontal gaze nystagmus, walk-and-turn and one-leg stand became the primary SFSTs administered in the field.
- 20.2. student discusses three SFST validation studies that were undertaken between 1995 and 1998.

Learning Objectives

- 20.a. III.F.3.1. Discuss the development and validity of the research and the standardized elements, clues and interpretation of the three standardized field sobriety tests.
- 20.b. III.F.3.2. Review SFST field validation studies.

21. III.F.4. Administer and interpret the Horizontal Gaze Nystagmus test.

Assessment Strategies

- 21.1. perform and explain the results of the horizontal and vertical nystagmus tests

Criteria

- 21.1. student asks the suspect if they have any eye problems or eye abnormalities.
- 21.2. student instructs the suspect to remove their glasses if they are wearing them.
- 21.3. student informs the suspect that you are going to check their eyes.
- 21.4. student instructs the suspect to stand with their feet together.
- 21.5. student instructs the suspect to stand with their hands at their sides.
- 21.6. student checks for equal pupil size and resting nystagmus.
- 21.7. student checks the suspect's eyes for the ability to track together.
- 21.8. student instructs the suspect to hold their head still as they follow the motion of a small stimulus with their eyes only.
- 21.9. student begins the horizontal gaze nystagmus test by observing the left eye first then the right eye.
- 21.10. student holds the stimulus 12 - 15 inches from the suspect's nose.
- 21.11. student moves the stimulus smoothly across the suspect's entire field of vision from left to right and then back to the left. Repeat this test observing the suspect's right eye.
- 21.12. student makes two or more passes before each eye to look for clues of nystagmus.
- 21.13. student checks the eyes for distinct nystagmus at maximum deviation. Eye held at maximum deviation for a minimum of four seconds (check left eye then right eye).
- 21.14. student checks for the onset of nystagmus prior to 45 degrees. Eye moved slowly from center to 45 degree angle (check left eye then right eye).
- 21.15. student checks for vertical gaze nystagmus for a minimum of four seconds, repeat a second time so you can observe both eyes (left eye first, then right eye).

Learning Objectives

- 21.a. III.F.4.1. Discuss the different types of nystagmus and their effects on the horizontal gaze nystagmus test.
- 21.b. III.F.4.2. Administer the horizontal gaze nystagmus test.
- 21.c. III.F.4.3. Discuss the clues of horizontal gaze nystagmus.
- 21.d. III.F.4.4. Interpret observations of test performance.

22. III.F.5. Administer and interpret the Walk-and-Turn test.

Assessment Strategies

- 22.1. perform the walk-and-turn standard field sobriety test and explain their observations and results of the test

Criteria

- 22.1. student asks the suspect if they have any physical problems or disabilities.
- 22.2. student instructs the suspect to assume a heel-to-toe stance; asks them to place their left foot on a line; demonstrates for the suspect.
- 22.3. student asks the suspect to place their right foot on the line ahead of their left foot, with heel of right foot against toe of left foot; demonstrates for the suspect.
- 22.4. student instructs the suspect to keep their arms at their sides; demonstrates for the suspect.
- 22.5. student instructs the suspect to keep the position until you tell them to begin; tells the suspect not to walk until told to do so.
- 22.6. student tells the suspect that when you ask them to start, they should take nine heel-to-toe steps, turn and take nine heel-to-toe steps back; demonstrates 3 heel-to-toe steps.
- 22.7. student tells the suspect that while they are walking they need to keep their arms at their sides, watch their feet at all times, and count their steps out loud.
- 22.8. student tells the suspect once they start walking, they shouldn't stop until they have completed the test.
- 22.9. student asks the suspect if they understand the directions (make sure the suspect indicates understanding).
- 22.10. student instructs the suspect to begin and to count their first step from the heel-to-toe position as "One."
- 22.11. student provides additional instructions to a suspect who is not performing the test correctly.

Learning Objectives

- 22.a. III.F.5.1. Define the concept of divided attention tests.
- 22.b. III.F.5.2. Administer the walk-and-turn standard field sobriety test.
- 22.c. III.F.5.3. Describe the identification clues for the walk-and-turn standard field sobriety test.
- 22.d. III.F.5.4. Interpret observations of test performance.

23. III.F.6. Administer and interpret the One-Leg Stand test.

Assessment Strategies

- 23.1. perform the one-leg stand standard field sobriety test and explain their observations and results of the test

Criteria

- 23.1. student instructs the suspect to stand with their feet together with their arms at their sides. Demonstrate for the suspect.
- 23.2. student tells the suspect not to start the test until instructed to do so.
- 23.3. student tells the suspect when told to do so they will raise one leg (either leg) with their foot approximately six inches off the ground keeping their foot parallel to the ground. Demonstrate for the suspect.
- 23.4. student instructs the suspect to keep both legs straight and arms at their sides throughout the test.
- 23.5. student instructs the suspect to look at their raised foot and count out loud in the following manner: "one thousand and one," "one thousand and two," "one thousand and three," until told to stop; demonstrates for the suspect.
- 23.6. student asks the suspect if they understand the directions so far (make sure the suspect indicates understanding).
- 23.7. student tells the suspect to begin the test.
- 23.8. student has the suspect hold this stance for a minimum of 30 seconds.
- 23.9. student provides additional instructions to a suspect who is not performing the test correctly.

Learning Objectives

- 23.a. III.F.6.1. Define the instruction phase of the one-leg stand standard field sobriety test.
- 23.b. III.F.6.2. Administer the one-leg stand standard field sobriety test.
- 23.c. III.F.6.3. Describe the identification clues for the one-leg stand standard field sobriety test.
- 23.d. III.F.6.4. Interpret observations of test performance.
- 23.e. III.F.6.5. Describe in a clear and convincing manner the results of the three standardized field sobriety tests.
- 23.f. III.F.6.6. Record the results of the three standardized field sobriety tests on a standard note taking guide.
- 23.g. III.F.6.7. Discuss limiting factors of the three standardized field sobriety tests.

24. III.F.7. Administer the standardized field sobriety test battery (dry-run).

Assessment Strategies

- 24.1. administering the horizontal gaze nystagmus, walk-and-turn, and one-leg stand test battery

Criteria

- 24.1. Horizontal Gaze Nystagmus
- 24.2. • Have the subject remove glasses if worn.
- 24.3. • Hold the stimulus in proper position (approximately 12" - 15" from nose, just slightly above eye level).
- 24.4. • Check for equal pupil size and resting nystagmus.
- 24.5. • Check for equal tracking.
- 24.6. • Move the stimulus from the center of the subject's nose to maximum deviation in approximately 2 seconds and then back across the subject's face to maximum deviation in right eye, then back to the center. Check left eye, then right eye. (Repeat)
- 24.7. • Hold eye at maximum deviation for a minimum of 4 seconds (no white showing). Check left eye, then right eye. (Repeat)
- 24.8. • Check for nystagmus prior to 45 degrees. Eye moved slowly from center to 45 degree angle (approximately 4 seconds). Check left eye, then right eye. (Repeat)
- 24.9. • Check for vertical gaze nystagmus. (Repeat)
- 24.10. Walk-and-Turn
- 24.11. • Give your instructions from a safe position.
- 24.12. • Tell the subject to place their feet on a line in a heel-to-toe stance (left foot behind right foot) with their arms at their sides and give a demonstration for the subject.
- 24.13. • Tell the subject not to begin test until instructed to do so and ask if the subject understands.
- 24.14. • Tell subject to take nine heel-to-toe steps on the line and then demonstrate for the subject.
- 24.15. • Explain and demonstrate the turning procedure.
- 24.16. • Tell the subject to return on the line taking nine heel-to-toe steps.
- 24.17. • Tell the subject to count steps out loud.
- 24.18. • Tell subject to look at their feet while walking.
- 24.19. • Tell subject not to raise their arms from sides.
- 24.20. • Tell subject not to stop once they begin.
- 24.21. • Ask subject if they understand all the instructions.
- 24.22. One-Leg Stand
- 24.23. • Give instructions from a safe position.
- 24.24. • Tell subject to stand straight, place feet together, and hold their arms at their sides.
- 24.25. • Tell subject not to begin the test until told to do so and ask if they understand.
- 24.26. • Tell the subject to raise one leg, either leg, approximately 6" from the ground, keeping raised foot parallel to the ground and you demonstrate this stance for them.
- 24.27. • Tell subject to keep both legs straight and to look at the elevated foot.
- 24.28. • Tell subject to count out loud in the following manner: one thousand and one, one thousand and two, one thousand and three, until told to stop and then you demonstrate this for the subject.
- 24.29. • Check the actual time subject holds leg up. (Time for 30 seconds)

Learning Objectives

- 24.a. III.F.7.1. Observe an instructor demonstrate how to administer the standard field sobriety test battery.
- 24.b. III.F.7.2. Demonstrate administering the standard field sobriety test battery.

25. III.F.8. Administer and interpret the standardized field sobriety test battery (Session 1).

Assessment Strategies

- 25.1. by performing the standardized field sobriety tests (horizontal gaze nystagmus, walk-and-turn and one-leg stand)

Criteria

- 25.1. student administers the horizontal gaze nystagmus.
- 25.2. student identifies nystagmus if it exists.
- 25.3. student notes include all of the clues exhibited by the subjects during the horizontal gaze nystagmus test. Clues should be based on the three specific clues officers should look for, listed in your textbook.
- 25.4. student administers the walk-and-turn test.
- 25.5. student instructs the suspect to assume the heel-to-toe stance with their arms at their sides.
- 25.6. student interprets the suspect's cues throughout the test.
- 25.7. student notes include all of the clues exhibited by the subjects during the walk-and-turn test. Clues should be based on the eight clues officers should look for during the walk-and-turn test, listed in your textbook.

- 25.8. student administersthe one-leg stand test.
- 25.9. student interprets the suspect's cues throughout the test.
- 25.10. student notes include all of the clues exhibited by the subjects during the one-leg-stand test. Clues should be based on the four specific clues officers should look for, listed in your textbook.
- 25.11. student records observation on a SFST Field Arrest Log.

Learning Objectives

- 25.a. III.F.8.1. Identify and describe the methods of conducting standardized field sobriety tests.
- 25.b. III.F.8.2. Identify and describe criteria indicating driver impairment from standardized field sobriety tests.
- 25.c. III.F.8.3. Administer the three standardized field sobriety tests.

26. III.F.9. Process arrested suspects of impaired driving including report preparation.

Assessment Strategies

- 26.1. complete citations, arrest reports, and other reports as appropriate to various situations

Criteria

- 26.1. student completes citations, arrest reports, and other reports as appropriate to various situations.
- 26.2. student reinforces cues, maneuvers or actions, observed after signaling the driver to stop, but before driver's vehicle came to a complete stop in their report.
- 26.3. student includes statements and other evidence obtained during the face-to-face contact with the driver in their report.
- 26.4. student includes pre-arrest screening sobriety tests administered to the driver in their report.
- 26.5. student explains the arrest itself; including procedures used to inform the suspect of arrest, and to advise suspect of rights in their report.
- 26.6. student includes information on the disposition of passengers and property after an impaired driver is arrested in their report.
- 26.7. student includes suspect's actions and statements subsequent to the arrest in their report.
- 26.8. student includes the request for the chemical test; including the procedures used, and advisement of rights and requirements in their report.
- 26.9. student includes the results of the chemical test in their report.

Learning Objectives

- 26.a. III.F.9.1. Discuss the importance of correct processing and report writing procedures in impaired driving arrests.
- 26.b. III.F.9.2. Discuss the correct sequence of impaired driver suspect processing.
- 26.c. III.F.9.3. Discuss the essential elements of the impaired driver arrest report.
- 26.d. III.F.9.4. Discuss the required information on a narrative arrest report
- 26.e. III.F.9.5. Prepare a narrative impaired driver arrest report.

27. III.F.10. Prepare for trial.

Assessment Strategies

- 27.1. moot court exercise

Criteria

- 27.1. students oral testimony includes statements and other evidence obtained as you observed the suspect's vehicle in motion prior to making the traffic stop.
- 27.2. students oral testimony includes statements and other evidence obtained during face-to-face contact with the driver.
- 27.3. students oral testimony includes a description and results of the pre-arrest screening standard field sobriety tests administered to the driver.
- 27.4. students oral testimony includes the arrest including procedures used to inform the suspect of arrest and to advise the suspect of their rights.
- 27.5. students oral testimony includes suspect's actions and statements subsequent to the arrest.
- 27.6. students oral testimony includes a request for the chemical test, including the procedures used and advisement of rights and requirements.

Learning Objectives

- 27.a. III.F.10.1. Discuss the importance of pretrial conferences and presentation of evidence in an impaired driving trial.
- 27.b. III.F.10.2. Discuss the need for competent courtroom testimony.
- 27.c. III.F.10.3. Discuss case preparation and the pretrial conference.

- 27.d. III.F.10.4. Discuss guidelines for giving direct testimony in court.
- 27.e. III.F.10.5. Demonstrate the proper technique of courtroom testimony.

28. III.F.11. Administer and interpret the standardized field sobriety test battery. (Session 2).

Assessment Strategies

- 28.1. performing the standardized field sobriety tests (horizontal gaze nystagmus, walk-and-turn and one-leg stand)
- 28.2. proficiency exam

Criteria

- 28.1. student administers the horizontal gaze nystagmus.
- 28.2. student identifies nystagmus if it exists.
- 28.3. student notes include all of the clues exhibited by the subjects during the horizontal gaze nystagmus test. Clues should be based on the three specific clues officers should look for, listed in your textbook.
- 28.4. student administers the walk-and-turn test.
- 28.5. student interprets the suspect's cues throughout the test.
- 28.6. student notes include all of the clues exhibited by the subjects during the walk-and-turn test. Clues should be based on the eight clues officers should look for during the walk-and-turn test, listed in your textbook.
- 28.7. student administers the one-leg stand test.
- 28.8. student interprets the suspect's cues throughout the test.
- 28.9. student notes include all of the clues exhibited by the subjects during the one-leg-stand test. Clues should be based on the four specific clues officers should look for, listed in your textbook.
- 28.10. student records observation on a SFST Field Arrest Log.
- 28.11. student performs each administrative step of the SFST battery perfectly during the participant proficiency examination.
- 28.12. student scores 80% or higher on the written test.

Learning Objectives

- 28.a. III.F.11.1. Identify and describe the methods of conducting standardized field sobriety tests.
- 28.b. III.F.11.2. Identify and describe criteria indicating driver impairment from standardized field sobriety tests.
- 28.c. III.F.11.3. Administer the three standardized field sobriety tests.

29. III.F.12. Identify procedures for conducting an impaired driver arrest in Wisconsin.

Assessment Strategies

- 29.1. discuss law enforcement officer actions and information provided to the driver arrested for driving while impaired
- 29.2. discuss the procedures law enforcement officers should follow if the person refuses to consent to testing

Criteria

- 29.1. student reviews the Alcohol Incident Report.
- 29.2. student reviews the Informing the Accused form.
- 29.3. student provides the person with a Notice of Intent to Suspend Operating Privilege form and an Administrative Review Request form.
- 29.4. student reviews the Notice of Intent to Suspend Operating Privilege form.
- 29.5. student reviews the Administrative Review Request form.
- 29.6. student explains that they submit a copy of their report and the results of the chemical tests within 5 days after the issue date of the Notice of Intent to Suspend Operating Privilege to the nearest Division of Motor Vehicle headquarters.
- 29.7. student discusses the requirements for officers to appear in the administrative review.
- 29.8. student discusses when a suspension will be vacated.
- 29.9. student discusses when a suspension shall become effective.
- 29.10. student discusses that if the person refuses to submit to a chemical test, the officer issues him/her a Notice of Intent to Revoke form.
- 29.11. student reviews the Notice of Intent to Revoke Operating Privilege form.
- 29.12. student discusses the penalties for the driver's refusal to testing.
- 29.13. student reviews the Alcohol/Drug Influence Report.
- 29.14. student reviews the OWI Tracking and Alcohol Influence Report.
- 29.15. student reviews and imports the Electronic Citation (ELCI) into the Alcohol Incident Form and completes the report.

- 29.16. student reviews the Court Referral-Juvenile form.
- 29.17. student reviews the 24-Hour Out-of-Service Order form.
- 29.18. student reviews the Court Ordered vehicle Immobilization form.
- 29.19. student reviews the Agreement to Undertake Responsibility for Care of a Person Arrested for Operating a Motor Vehicle While Intoxicated form.
- 29.20. student identifies other forms to complete as necessary in TraCS (ELCI, crash (DT-4000) form, Fatal Supplement Form, etc.).

Learning Objectives

- 29.a. III.F.12.1 Describe the procedures for making an impaired driver arrest.
- 29.b. III.F.12.2 Identify the evidentiary tests and other tests used after an impaired driver arrest in Wisconsin.
- 29.c. III.F.12.3 Identify procedures for suspending an operator's license and issuing a temporary license.
- 29.d. III.F.12.4 Process a subject who refuses to consent to testing.
- 29.e. III.F.12.5 Identify factors that determine whether a subject will be incarcerated or released.
- 29.f. III.F.12.6 Explain the disposition of the vehicle and passengers after an impaired driver arrest.
- 29.g. III.F.12.7 Complete citations, arrest reports, and other reports as appropriate to various OWI situations (including the OWI related forms in TraCS).

30. III.F.13.1. Describe eye examinations that aid in the detection of drug use.

Assessment Strategies

- 30.1. discussion on various eye examinations used to detect signs of drug influence.

Criteria

- 30.1. student identifies clues of drug influence in the suspect's tracking ability.
- 30.2. student identifies clues of drug influence in the suspect's pupil size.
- 30.3. student identifies clues of drug influence in the suspect's horizontal gaze nystagmus.
- 30.4. student identifies clues of drug influence in the suspect's vertical gaze nystagmus.

Learning Objectives

- 30.a. III.F.13-1.1 Define the term "drug" in the context of impaired driving enforcement.
- 30.b. III.F.13-1.2 Describe the incidence of drug involvement in motor vehicle crashes and in impaired driving enforcement.
- 30.c. III.F.13-1.3 Identify different eye examinations that detect signs of drug use.
- 30.d. III.F.13-1.4 Recognize signs of drug influence during various eye examinations.

31. III.F.13.2. Identify drug categories and medical conditions and their observable effects.

Assessment Strategies

- 31.1. create a chart listing the seven categories of drugs and their observable effects
- 31.2. take the "Introduction to Drugged Driving" test

Criteria

- 31.1. chart includes drug category
- 31.2. chart includes observable effects of each drug category
- 31.3. chart includes medical conditions and other situations that could cause similar effects as specific drug categories.
- 31.4. student scores a minimum of 80% on the written test.

Learning Objectives

- 31.a. III.F.13-2.1 Name the major categories of drugs.
- 31.b. III.F.13-2.2 Describe the observable signs generally associated with the major drug categories and medical conditions that can produce similar signs.
- 31.c. III.F.13-2.3 Discuss the effects of "polydrug use."

32. III.F.13.3. Describe procedures for dealing with drug-impaired or medically-impaired suspects

Assessment Strategies

- 32.1. discussion about procedures specific to Wisconsin when dealing with drug-impaired suspects

Criteria

- 32.1. student discusses local and state laws governing drug-impaired driving and chemical testing of drug impaired suspects.
- 32.2. student reviews procedures for interviewing and searching drug-impaired suspects.
- 32.3. student discusses how to contact a drug recognition expert (DRE).

- 32.4. student discusses their role in assisting in or witnessing a drug evaluation and classification examination.
- 32.5. student reviews procedures for requesting, obtaining and handling chemical test specimens.

Learning Objectives

- 32.a. III.F.13-3.1 Discuss local and state laws governing drug-impaired driving and chemical testing of drug impaired suspects.
- 32.b. III.F.13-3.2 Review procedures for interviewing and searching drug-impaired suspects.
- 32.c. III.F.13-3.3 Review procedures for contacting drug recognition experts (DREs) and assisting in or witnessing the drug evaluation and classification examination.
- 32.d. III.F.13-3.4 Review procedures for requesting, obtaining and handling chemical test specimens.

33. III.F.13.4. Visually identify drugs and drug paraphernalia.

Assessment Strategies

- 33.1. visually identify drugs, drug paraphernalia and clothing/hats that reference drugs

Criteria

- 33.1. student discusses officer safety issues when handling various drugs and drug paraphernalia, or entering locations where drugs were being manufactured.
- 33.2. student explains when and how to contact a DRE and explain what services they can provide officers and their agencies.

Learning Objectives

- 33.a. III.F.13-4.1 Visually identify various types of drugs and drug paraphernalia.
- 33.b. III.F.13-4.2 List and define the commonly used street terms for drugs and drug paraphernalia.
- 33.c. III.F.13-4.3 Cite the importance and proper handling of controlled substances, both for the safety of the officer and for protecting the chain of custody.
- 33.d. III.F.13-4.4 Outline the crimes in Wisconsin Chapter 961, the Wisconsin Uniform Controlled Substances Act.
- 33.e. III.F.13-4.5 Describe the assistance available to law enforcement agencies from agency Drug Recognition Experts (DRE) and from the Wisconsin Department of Justice Division of Narcotics Enforcement (DNE).

34. III.F.14.1. Describe the drug categories and legal implications associated with drugs that impair driving.

Assessment Strategies

- 34.1. create a chart listing the seven categories of drugs and their observable effect

Criteria

- 34.1. chart includes the drug category.
- 34.2. chart includes the observable effects of each drug category.

Learning Objectives

- 34.a. III.F.14.1.1 Define the term "drug" in the context of impaired driving enforcement.
- 34.b. III.F.14.1.2 Name the seven categories of drugs.
- 34.c. III.F.14.1.3 Describe the observable signs generally associated with the seven drug categories.
- 34.d. III.F.14.1.4 Describe medical conditions and other situations that can produce similar signs.
- 34.e. III.F.14.1.5 Describe the applicable laws relating to driving under the influence of drugs.
- 34.f. III.F.14.1.6 Describe the administrative per se requirements and procedures involved in impaired driving while drugged incidents.
- 34.g. III.F.14.1.7 Describe procedures for obtaining, packaging and processing toxicology samples.

35. III.F.14.2. Identify seven drug categories and major indicators of impairment. *

Assessment Strategies

- 35.1. administering the modified Romberg Balance Test
- 35.2. chart seven categories of drugs listing additional indicators of impairment to each drug category

Criteria

- 35.1. student instructs the subject to stand with their feet together, arms at their sides.
- 35.2. student tells the subject to watch you and to listen to your instructions and tell them they are not to start the test until told to do so.
- 35.3. student asks the subject if they understand your instructions so far.

- 35.4. student tells the subject, "when I tell you to start, I want you to tilt your head back slightly (demonstrate while talking) and close your eyes" (you do not demonstrate closing your eyes).
- 35.5. student tells the subject "once you have closed your eyes, I want you to remain in that position until you think 30 seconds has gone by. As soon as you think 30 seconds has gone by, open your eyes and tilt your head forward and say stop."
- 35.6. Student looks at watch and records actual time that passes by until the subject opens his/her eyes

Learning Objectives

- 35.a. III.F.14.2.1 Identify the major indicators of impairment.
- 35.b. III.F.14.2.2 Name examples of the drugs in each of the seven categories.
- 35.c. III.F.14.2.3 Identify the indicators of impairment associated with each category.
- 35.d. III.F.14.2.4 Describe medical clues that mimic drug impairment.

36. III.F.14.3. Detect signs of drug influence through eye examinations.

Assessment Strategies

- 36.1. discussion on various eye examinations used to detect signs of drug influence.

Criteria

- 36.1. student identifies clues of drug influence in the suspect's tracking ability.
- 36.2. student identifies clues of drug influence in the suspect's pupil size.
- 36.3. student identifies clues of drug influence in the suspect's horizontal gaze nystagmus.
- 36.4. student identifies clues of drug influence in the suspect's vertical gaze nystagmus.

Learning Objectives

- 36.a. III.F.14.3.1 Identify different eye examinations that detect signs of drug use.
- 36.b. III.F.14.3.2 Recognize signs of drug influence during various eye examinations.

37. III.F.14.4. Describe methods of ingestion and injection of drugs.

Assessment Strategies

- 37.1. discussion on common methods of ingesting or injecting drugs

Criteria

- 37.1. student discusses different ways to ingest drugs, including oral, nasal, smoking and inhaling drugs.
- 37.2. student discusses different drugs that may be injected.
- 37.3. student identifies different injection sites on a suspect.

Learning Objectives

- 37.a. III.F.14.4.1 Identify methods of ingesting drugs.
- 37.b. III.F.14.4.2 Identify methods of injecting drugs.

38. III.F.14.5. Identify drug categories and their observable effects.

Assessment Strategies

- 38.1. determine what drug category is involved in given scenario.
- 38.2. written "Introduction to Drugged Driving" test

Criteria

- 38.1. student lists observations for each scenario that indicate a specific drug category.
- 38.2. student lists the correct drug category for each scenario.
- 38.3. student scores a minimum of 80% on the written test.

Learning Objectives

- 38.a. III.F.14.5.1 Describe how various drug categories affect muscle tone.
- 38.b. III.F.14.5.2 Identify the indicators of impairment associated with each drug category.
- 38.c. III.F.14.5.3 Describe the expected results of roadside observations/indicators of impairment.
- 38.d. III.F.14.5.4 Describe general indicators that may be present for each drug category.

39. III.E.1. Recognize and respond appropriately to the presence of hazardous materials, including substances used in weapons of mass destruction.

Assessment Strategies

- 39.1. describe how to identify hazardous materials using the Emergency Response Guidebook
- 39.2. discussion about terrorism

Criteria

- 39.1. student discusses what a hazardous material is and discuss community resources available to help in response to a hazardous material incident.
- 39.2. student identifies the dangers associated with hazardous materials.
- 39.3. student explains the exposure routes hazardous materials can take to affect people, animals and the environment.
- 39.4. student identifies the nine classes of hazardous material and explain how they are identified by markings, labels, placards and documents.
- 39.5. student explains how to use the emergency response guide book.
- 39.6. student defines terrorism and explains different methods terrorists use to deliver hazardous materials.
- 39.7. student explains law enforcement's role in responding to an incident involving hazardous materials or weapons of mass destruction.

Learning Objectives

- 39.a. III.E.1.1 Identify general types of hazardous materials and their effects.
- 39.b. III.E.1.2 Identify clues that may indicate the presence of hazardous materials.
- 39.c. III.E.1.3 Identify the potential outcomes associated with an emergency created when hazardous substances are present.
- 39.d. III.E.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.
- 39.e. III.E.1.5 Identify categories of weapons of mass destruction (Biological, Nuclear, Incendiary, Chemical, and Explosive).
- 39.f. III.E.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.

40. III.D.1. Introduce the Incident Command System (ICS) as part of a prolonged response to an incident. *

Assessment Strategies

- 40.1. completing the patrol-level National Incident Management System (NIMS) and Incident Command System (ICS) training offered by the Federal government
- 40.2. manage the response to a critical incident

Criteria

- 40.1. student identifies how to evaluate a scene.
- 40.2. student identifies the initial steps first responding officers must take to stabilize a scene.
- 40.3. student describes the steps the first responding officers must take to ensure scene safety.
- 40.4. student determines if additional resources are needed and describe how to request additional resources if needed.
- 40.5. student identifies steps first responding officers must take to preserve life and preserve and collect evidence at the scene.
- 40.6. student debriefs the appropriate people as they arrive on scene.
- 40.7. student documents actions at the scene on the appropriate reports.
- 40.8. student describes the incident command system's role in the ongoing response to the incident (how did each responding agency set up, who was in charge overall, how did the agency that was in charge set up the scene and communicate with each responding agency, etc.).
- 40.9. student submits certificates of completion for NIMS IS-700 (National Incident Management System: An Introduction) and IS-100 (Introduction to Incident Command System) or other patrol-level NIMS/ICS courses as required by the Federal government

Learning Objectives

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

41. III.D.2. Manage Critical Incident Stress.

Assessment Strategies

- 41.1. discussion on critical incident stress management

Criteria

- 41.1. student discusses the emotional aspects of emergency care and the toll it can take on officers and their careers.
- 41.2. student discusses critical incident stress management and the purpose of critical incident stress debriefings and critical incidents stress defusings.

Learning Objectives

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

42. III.P.1. Identify common Report Writing errors that need improvement.**Assessment Strategies**

- 42.1. writing a final written narrative

Criteria

- 42.1. watch a video or role play and writes a narrative about what they observed
- 42.2. narrative includes the 5 W's (+2 H's)
- 42.3. narrative includes the elements of any crimes observed and list supporting evidence for each element.
- 42.4. narrative includes identifying information of the suspect(s) in question.
- 42.5. narrative includes observations at the scene.
- 42.6. narrative includes directions for follow-up.
- 42.7. narrative does not include opinions, editorials, assumptions, or identifying information on confidential informants.

Learning Objectives

- 42.a. III.P.1.1. Review common errors made in reports throughout the recruit academy.
- 42.b. III.P.1.2. Correct common errors and trends in your report writing.