



Western Technical College

30504509 Principles of Tactics

Course Outcome Summary

Course Information

Description	Through classroom lecture and on-campus lab and integration exercises, students will learn and apply skills addressed in the following Phase II topics from the Department of Justice 720 Academy curriculum frameworks including: Professional Communication Skills II, DAAT, Firearms II, Tactical Response, and a Tactical Emergency Casualty Care.
Career Cluster	Law, Public Safety, Corrections and Security
Total Credits	5

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

Assessment Strategies

- 1.1. communication strategies (information gathering, arbitration, mediation) to determine when physical intervention is necessary

Criteria

- 1.1. Basic/Initial Contact:
 - 1.2. student introduces self and explains the reason for their contact in a way that sets the tone for a positive interaction.
 - 1.3. student asks questions that will help gather information that will allow for resolution of the call/contact.
 - 1.4. student decides what action to take and how to end the interaction.
- 1.5. Mediation:
 - 1.6. student does not compromise officer safety during the mediation process.
 - 1.7. student determines if subjects are willing to talk.
 - 1.8. student determines if subjects are willing to compromise.
 - 1.9. student sets the ground rules for the mediation and make sure all parties understand and adhere to them.
 - 1.10. student allows one party to talk about the issue, then allows the other party to talk, and then has them talk to each other.
 - 1.11. student works toward a mutually acceptable resolution.
- 1.12. Arbitration (REACT and DONE):
 - 1.13. student makes a request for the subject to do something, explaining why action is needed.
 - 1.14. If subject refuses, student offers limited choices and gives the subject a moment to decide.
 - 1.15. student takes appropriate action based on what choice the subject made.
 - 1.16. student identifies the four conditions in which one is done talking and must take action (Danger, Overriding concern, No progress, Escape).
- 1.17. student makes clear commands before, during and after any physical intervention.
- 1.18. student provides a debriefing to subjects after a physical intervention.
- 1.19. student articulates and justifies actions taken, both verbally and in writing.

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. develop a death notification

Criteria

- 2.1. The death notification will follow the suggested guidelines:
- 2.2. Go with certainty.
- 2.3. Go without delay.
- 2.4. Go in person.
- 2.5. Go in pairs.
- 2.6. Make the approach.
- 2.7. Deliver the notification.
- 2.8. Demonstrate compassion.
- 2.9. Provide closure and follow-up.
- 2.10. Exercises self-care after the notification.

Learning Objectives

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

3. II.N.1. Examine the basis for use of force by officers and the limits on that use of force, including constitutional, statutory, administrative rule and policy.

Assessment Strategies

- 3.1. explain the key concepts related to use of force
- 3.2. prepare a written report detailing a use of force incident

Criteria

- 3.1. student lists examples of actions appropriate to each of the intervention options.
- 3.2. student discusses appropriate application of options under dynamic circumstances.
- 3.3. student prepares a written narrative that accurately describes and justifies the use of force in a simulated environment.

Learning Objectives

- 3.a. II.N.1.1. Identify the situations in which use of force is legitimate.
- 3.b. II.N.1.2. Identify the limits that the constitution, Wisconsin law, agency policies and your own training place on the use of force.
- 3.c. II.N.1.3. Prepare a report on an officer-involved use of non-deadly force scenario.

4. II.N.2. Apply the concepts contained within the Incident Response and Disturbance Resolution models.

Assessment Strategies

- 4.1. apply concepts of the incident response and disturbance resolution models

Criteria

- 4.1. student tactically responds to a scene using the incident response steps.
- 4.2. student gathers information to resolve the situation.
- 4.3. student resolves the situation.
- 4.4. student articulates their decision-making regarding legal justification and desirability for approaching the scene.
- 4.5. student articulates the reasons for using the intervention options that were chosen.
- 4.6. student articulates the follow-through steps that were taken to normalize the scene.
- 4.7. student describes Wis. Stat. §175.40(6m)(a) which discusses off-duty assistance outside of an officer's jurisdiction.
- 4.8. student explains liability for off-duty officers outside of the officer's jurisdiction.
- 4.9. student describes the guidelines and considerations for officers who are authorized and elect to carry a weapon off-duty.
- 4.10. student articulates the issues that need to be taken into consideration when faced with a situation that warrants off-duty intervention.
- 4.11. student describes the precautions on-duty officers should follow when they come into contact with anyone armed with a weapon who claims to be an off-duty, retired, or plainclothes officer.
- 4.12. student describes the procedural guidelines for off-duty responses that are appropriate.
- 4.13. student explains post-intervention actions.

Learning Objectives

- 4.a. II.N.2.1. Identify and describe the Incident Response concept and its application to law enforcement.
- 4.b. II.N.2.2. Identify and describe the Disturbance Resolution concept and its application to law enforcement.
- 4.c. II.N.2.3. Identify the protocols to follow when off-duty and encountering a situation that requires a law

enforcement response.

- 4.d. II.N.2.4. Describe the issues that an on-duty officer is likely to face when encountering an off-duty or retired officer who is taking official action.

5. II.N.3. Explain the Intervention Option modes, the circumstances under which each mode is justified and appropriate, and apply the defense and arrest tactics techniques within each mode.

Assessment Strategies

- 5.1. written summary of five modes of intervention options
5.2. apply techniques in DAAT system

Criteria

- 5.1. student identifies the five intervention option modes.
5.2. student indicates the circumstance when it is appropriate to use each of the intervention options.
5.3. student indicates when it is inappropriate to use each of the intervention options.
5.4. student demonstrates the use of presence in a simulated environment.
5.5. student demonstrates the ability to use dialog in a simulated environment.
5.6. student demonstrates the ability to use control alternatives in a simulated environment.
5.7. student demonstrates the ability to use protective alternatives in a simulated environment.
5.8. student demonstrates the ability to use deadly force decision-making in a simulated environment.
5.9. student applies the techniques in a manner that allows the student to achieve and maintain control.

Learning Objectives

- 5.a. II.N.3.1. Identify the circumstances under which "presence" is appropriate, and apply it in a simulated environment.
5.b. II.N.3.2. Identify the circumstances under which "dialog" is appropriate, and apply it in a simulated environment.
5.c. II.N.3.3. Identify the circumstances under which "control alternatives" are appropriate, and apply it in a simulated environment.
5.d. II.N.3.4. Identify the circumstances under which "protective alternatives" are appropriate, and apply it in a simulated environment.
5.e. II.N.3.5. Identify the circumstances under which "deadly force" is appropriate, and apply deadly force decision making in a simulated environment.
5.f. II.N.3.6. Demonstrate weapon control techniques in a simulated environment.
5.g. II.N.3.7. Identify and apply the follow-through considerations in a simulated environment.
5.h. II.N.3.8. Handcuff and remove handcuffs from subjects in a simulated environment.
5.i. II.N.3.9. Frisk and search subjects in a simulated environment.

6. II.N.4. Apply basic ground defense concepts and escapes.

Assessment Strategies

- 6.1. apply application of ground defense and escapes

Criteria

- 6.1. student explains the purpose of ground defense and escapes as they relate to law enforcement.
6.2. student demonstrates five ground defense escape positions (outside the guard, inside the guard, side mount, mount, and rear naked choke).
6.3. student explains four concepts within ground defense (defense, escape, self-defense, and deadly force).
6.4. student explains the table top concept and its relevance to ground defense and escapes

Learning Objectives

- 6.a. II.N.4.1. Defend against a tackle or take down.
6.b. II.N.4.2. Fall safely with and without a subject in contact with an officer.
6.c. II.N.4.3. Defend yourself within the ground defense position.
6.d. II.N.4.4. Transition from a ground position to a standing position.
6.e. II.N.4.5. Move properly and escape from various ground positions.
6.f. II.N.4.6. Use focused strikes from various ground positions.
6.g. II.N.4.7. Articulate the use of deadly force in ground defense positions.

7. II.N.5. Explain the Use of Force Concepts that frame electronic control devices (ECD's) and the circumstances under which they are justified and appropriate.

Assessment Strategies

- 7.1. subdue and stabilize a violently resisting subject

Criteria

- 7.1. student participates in an ECD manufacturer course, following all of that manufacturer's requirements to become certified in the use of that ECD.
- 7.2. student secures the right arm of the subject by pinning it to the ground at the elbow and wrist.
- 7.3. student secures the subject's left arm by pinning it to the ground at the elbow and wrist.
- 7.4. student secures the subject's head by placing both hands on it and holding it to the ground, while at the same time issuing loud verbal commands to the subject.
- 7.5. student secures the subject's legs, by holding the feet.
- 7.6. student applies handcuffs on the subject, and double-lock them.
- 7.7. student searches the subject while the subject is prone, while simultaneously checking the subject for injuries.

Learning Objectives

- 7.a. II.N.5.1. Identify the concept of "control alternatives" and the circumstances under which they are appropriate.
- 7.b. II.N.5.2. Identify the electronic control device tools that fall under "control devices" and the circumstances under which they are appropriate.
- 7.c. II.N.5.3. Describe symptoms of medically significant behavior.
- 7.d. II.N.5.4. Describe the opportunities within Disturbance Resolution that medically significant behavior could be observed.
- 7.e. II.N.5.5. Manage medically significant behavior with options.
- 7.f. II.N.5.6. Identify the steps to follow for distance deployment of an electronic control device.
- 7.g. II.N.5.7. Identify the precautions to follow when assisting an officer who is deploying an electronic control device.
- 7.h. II.N.5.8. Demonstrate the ability to use "cuffing under power" in a simulated environment.
- 7.i. II.N.5.9. Demonstrate the ability to use multiple officer ground handcuffing or multiple officer ground stabilization to facilitate the application of chemical restraints in a simulated environment.
- 7.j. II.N.5.10. Successfully complete a manufacturer's ECD course.

8. II.T.1. Identify the issues that are associated with deadly force decision-making and the use of deadly force.

Assessment Strategies

- 8.1. participate in a discussion on deadly force decision-making

Criteria

- 8.1. student identifies federal and state law that governs deadly force decision-making.
- 8.2. student identifies current case law that governs deadly force decision-making.
- 8.3. student explains the concepts of imminence, preclusion, and target requirements.
- 8.4. student articulates the legal justification for making a deadly force decision.

Learning Objectives

- 8.a. II.T.1.1. Identify and describe the legal and policy issues involving the use of deadly force.
- 8.b. II.T.1.2. Define deadly force and explain justified use of deadly force within the defensive and arrest tactics Disturbance Resolution Model.
- 8.c. II.T.1.3. Define imminent threat and the criteria that need to be met in order for a threat to be imminent.
- 8.d. II.T.1.4. Assess whether alternatives to shooting are appropriate when encountering a potentially life threatening situation.
- 8.e. II.T.1.5. Identify the target requirements that must be met in order to use deadly force.

9. II.T.2. Fire the handgun accurately in a variety of conditions and environments.

Assessment Strategies

- 9.1. completing the hand gun qualification course

Criteria

- 9.1. student draws and recovers the handgun.
- 9.2. student loads and unloads the handgun.
- 9.3. student clears malfunctions on a live handgun range.
- 9.4. student engages multiple adversaries in a simulated environment.

- 9.5. student uses a tactical barricade on a live handgun range.
- 9.6. student demonstrates tactical close combat with a handgun in a simulated environment.
- 9.7. student demonstrates unsupported shooting on a live handgun range.
- 9.8. student demonstrates shooting while seated on a live handgun range.
- 9.9. student demonstrates shooting in a low light situation on a live handgun range.
- 9.10. student demonstrates flashlight assisted shooting on a live handgun range.
- 9.11. student demonstrates shooting from a kneeling position on a live handgun range.
- 9.12. student demonstrates shooting in a rollover prone position on a live handgun range.
- 9.13. student demonstrates taking immediate cover in a simulated environment.
- 9.14. student demonstrates lateral movement on a live handgun range.
- 9.15. student maintains 100% accountability when firing their weapon in a simulated environment.
- 9.16. student makes appropriate shoot – no shoot decisions in a simulated environment

Learning Objectives

- 9.a. II.T.2.1. Identify "cover" and how to use "cover".
- 9.b. II.T.2.2. Analyze the various shooting positions and the advantages and disadvantages of each position.
- 9.c. II.T.2.3. Identify the issues involved when multiple adversaries are to be engaged.
- 9.d. II.T.2.4. Identify the issues involved when close combat shooting occurs.
- 9.e. II.T.2.5. Identify the issues involved when using unsupported shooting techniques.
- 9.f. II.T.2.6. Identify the issues involved when shooting in low light levels.
- 9.g. II.T.2.7. Demonstrate proficiency in basic shooting fundamentals in a variety of tactical situations.

10. II.T.3. Take appropriate actions after combat shooting.

Assessment Strategies

- 10.1. initiating appropriate follow-through procedures after combat shooting
- 10.2. appropriately reporting use of deadly force

Criteria

- 10.1. student finds or remains behind cover.
- 10.2. student communicates with dispatch.
- 10.3. student plans the approach to the subject.
- 10.4. student approaches the subject and begins the follow-through.
- 10.5. student plans and writes a narrative/report articulating actions taken.

Learning Objectives

- 10.a. II.T.3.1. Assess threat to determine if it has been neutralized.
- 10.b. II.T.3.2. Complete post-shooting legal procedures.
- 10.c. II.T.3.3. Prepare to testify in court related to a shooting incident.
- 10.d. II.T.3.4. Prepare a report or verbal narration on an officer-involved shooting scenario

11. II.T.4. Identify the various types of firearms (both handguns and long guns) and their design and functional differences.

Assessment Strategies

- 11.1. handling weapons in a safe manner by unloading various types of hand guns and long guns

Criteria

- 11.1. student safely handles an unfamiliar weapon.
- 11.2. student secures and disarms a wide variety of firearms.

Learning Objectives

- 11.a. II.T.4.1. Identify the various types of firearms and the major functional parts of these firearms.
- 11.b. II.T.4.2. Unload and secure a firearm other than one's own.

12. II.T.5. Examine the role and characteristics of law enforcement patrol rifles.

Assessment Strategies

- 12.1. summarize internal, external, and terminal ballistics of rifles
- 12.2. field-strip, clean, lubricate, and function test the duty weapon

Criteria

- 12.1. student handles and cares for rifles in a manner that prevents interference with internal ballistics (plugged muzzles, etc.).

12.2. student field-strips, cleans, lubricates, reassembles, and function checks the rifle.

Learning Objectives

- 12.a. II.T.5.1. Identify and describe the role that ballistics play in the performance of the rifle.
- 12.b. II.T.5.2. Identify nomenclature and functions of patrol rifles.
- 12.c. II.T.5.3. Field-strip, clean, lubricate, reassemble and function check the rifle.
- 12.d. II.T.5.4. Describe the advantages, limitations, and nomenclature of patrol rifles.

13. II.T.6. Fire the rifle accurately in a variety of conditions and environments.

Assessment Strategies

- 13.1. firing the rifle in a variety of conditions and environments
- 13.2. completing a rifle qualification course

Criteria

- 13.1. student deploys a rifle, when available, on all high-risk and appropriate unknown-risk calls.
- 13.2. student discusses how patrol rifles are sighted-in and why sight-in is necessary.
- 13.3. student correctly removes a rifle from, and returning a rifle to, a squad car.
- 13.4. student uses a weapon-mounted or handheld light when appropriate, and leaving lights off when activation is inappropriate.
- 13.5. student clears malfunctions in a live-fire environment.
- 13.6. student prepares, deploys, and stores rifles in a safe manner at all times.
- 13.7. student loads, reloads, and unloads the rifle.
- 13.8. student demonstrates the ready positions on a rifle range.
- 13.9. student demonstrates shooting a rifle from a kneeling position on a live rifle range.
- 13.10. student demonstrates shooting a rifle from a prone position on a live rifle range.
- 13.11. student maintains 100% accountability when firing the rifle in a simulated environment.

Learning Objectives

- 13.a. II.T.6.1. Load, deploy, carry, reload, and unload rifles in a safe manner.
- 13.b. II.T.6.2. Identify and perform the carry and ready positions that an officer may employ with a rifle and the uses for these positions.
- 13.c. II.T.6.3. Analyze various shooting positions and the advantages and disadvantages of each position.
- 13.d. II.T.6.4. Identify various types of rifle malfunctions and clear those malfunctions.
- 13.e. II.T.6.5. Identify rifle-specific issues involved in multiple adversary, close combat, and low-light engagements.
- 13.f. II.T.6.6. Demonstrate proficiency in rifle shooting fundamentals in a variety of tactical situations.

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

Assessment Strategies

- 14.1. participate in a class discussion on mental preparedness and debriefing by using contact/cover techniques to promote offer safety

Criteria

- 14.1. student describes the importance of mental preparedness and debriefing.
- 14.2. student uses contact/cover in the field.

Learning Objectives

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

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

Assessment Strategies

- 15.1. participating in a discussion about conducting foot pursuits
- 15.2. explaining the purpose and method of invisible deployments and perimeters
- 15.3. performing methodical searches
- 15.4. discussing small unit tactics including leapfrogging and movement under fire
- 15.5. contrasting incidents requiring immediate intervention with incidents requiring containment of the scene

Criteria

- 15.1. student defines the roles of officers on inner and outer perimeters.
- 15.2. student discusses breaching considerations and options.

- 15.3. student performs invisible deployment.
- 15.4. student establishes an inner and outer perimeter.
- 15.5. student performs a methodical search utilizing at least two officers.
- 15.6. student uses "crisscross" and "buttonhook" room entry techniques when appropriate.
- 15.7. student describes differences between an ongoing deadly assault and a hostage/barricade situation
- 15.8. student explains why immediate intervention is required in ongoing deadly assault situations.
- 15.9. student defines "safe wall," "problem area," and "fatal funnel."

Learning Objectives

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

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

Assessment Strategies

- 16.1. responding to a simulated active shooter as a member of a 1-5 officer contact team
- 16.2. responding to a simulated active shooter event as a rescuer team member

Criteria

- 16.1. student identifies examples of previous active shooter incidents.
- 16.2. student differentiates between a hostage/barricade and active shooter situation.
- 16.3. student explains why immediate intervention is required in active shooter situations.
- 16.4. student intervenes in an active shooter event, including the use of deadly force when necessary.
- 16.5. student explains the roles of contact and rescue teams.
- 16.6. student uses appropriate tactics as a contact team member.
- 16.7. student handles your firearm in accordance with handgun and rifle course standards.
- 16.8. student articulates predictable challenges law enforcement officers may face when intervening in these incidents.
- 16.9. student summarizes prevention and response tactics taught to the public.

Learning Objectives

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

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

Assessment Strategies

- 17.1. treating simulated casualties exhibiting critical medical issues

Criteria

- 17.1. student evaluates the scene.
- 17.2. student determines the priority and type of care that can be provided, based on the scene's risk zone.
- 17.3. student describes the steps the first responding officers must take to ensure scene safety.
- 17.4. student demonstrates how and when to use a nasopharyngeal airway on an adult manikin.
- 17.5. student demonstrates how to assess bleeding and perform wound packing.
- 17.6. student demonstrates how and when to apply a tourniquet on self or other.

Learning Objectives

- 17.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.
- 17.b. II.A.1.2. Describe the role of an officer providing medical interventions in a tactically “hot” zone.
- 17.c. II.A.1.3. Identify priorities and safety concerns of providing medical interventions in a tactical hot zone, and while in an area of relative safety using cover and concealment.
- 17.d. II.A.1.4. Identify phases of care (and goals or each phase) when providing care in a hostile environment (direct threat, indirect threat care, and tactical evacuation care).
- 17.e. II.A.1.5. Provide care for a compromised airway while providing for the safety of yourself and the victim using cover and concealment.
- 17.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.

- 17.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.

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

Assessment Strategies

- 18.1. move casualties
18.2. re-assess after casualty movement

Criteria

- 18.1. student identifies when to move casualties in direct care, indirect care, and evacuation stages of an incident.
18.2. student describes the advantages and disadvantages of each type of casualty movement.
18.3. student moves casualties by using lifts, drags, and carries.
18.4. student discusses commercial and improvised equipment that can assist in casualty movement.
18.5. student re-assesses the casualty after every movement.
18.6. student describes the possible medical consequences from shifting tourniquets, loosened bandages, and other medical adjuncts during and/or after you move a casualty.
18.7. student treats for hypothermia.

Learning Objectives

- 18.a. II.A.2.1. Identify the risk versus benefit of moving a casualty in a hostile environment.
18.b. II.A.2.2. Determine the best way to move a casualty out of a hostile environment.
18.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.