



Western Technical College

## 30504510 Overview of Tactics

### Course Outcome Summary

#### Course Information

<b>Description</b>	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 curriculum framework Phase I topics: Fundamentals of Firearms, Vehicle Contacts I, Officer Wellness, and DAAT.
<b>Career Cluster</b>	Law, Public Safety, Corrections and Security
<b>Total Credits</b>	1

#### 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. I.T.1. Exhibit good weapon-handling skills.

#### Assessment Strategies

- 1.1. handle a weapon safely

#### Criteria

- 1.1. student complies with general firearms safety rules.
- 1.2. student follows firing range safety rules.
- 1.3. student stores firearms in a safe manner at all times when not in use

#### Learning Objectives

- 1.a. I.T.1.1. Comply with general firearms safety rules.
- 1.b. I.T.1.2. Comply with general range safety rules.
- 1.c. I.T.1.3. Store firearms in a safe manner when not on duty.

### 2. I.T.2. Maintain the handgun and its associated equipment.

#### Assessment Strategies

- 2.1. field strip, clean and lubricate the duty weapon

#### Criteria

- 2.1. student performs a function check on the weapon.
- 2.2. student unloads the weapon.
- 2.3. student field-strips the weapon.
- 2.4. student cleans the weapon.
- 2.5. student oils the weapon.
- 2.6. student reassembles the weapon and checks for proper function.
- 2.7. student reloads the weapon.
- 2.8. student cleans and inspects the magazines.
- 2.9. student inspects their duty belt, holster, and magazine pouches.

#### Learning Objectives

- 2.a. I.T.2.1. Identify and describe the role that ballistics play in the performance of the duty handgun
- 2.b. I.T.2.2. Identify nomenclature and functions of semi-automatic pistols and handgun ammunition
- 2.c. I.T.2.3. Field-strip, clean, lubricate, and function check the handgun
- 2.d. I.T.2.4. Maintain duty belt, holster and magazine pouches

### 3. I.T.3. Fire the handgun proficiently

#### Assessment Strategies

- 3.1. fire weapons in a static environment

#### Criteria

- 3.1. student demonstrates firing their weapon to the textbook method of firing (see Competency Skills Checklist for Firearms)
- 3.2. student maintains 100% accountability when firing their weapons.

#### Learning Objectives

- 3.a. I.T.3.1. Employ the correct technique for drawing the handgun and for recovering the weapon to the holster.
- 3.b. I.T.3.2. Identify and perform the "ready" positions that an officer may employ with a drawn handgun and

the uses for these positions.

- 3.c. I.T.3.3. Load, reload, and unload the handgun.
- 3.d. I.T.3.4. Demonstrate proficiency in basic shooting fundamentals.
- 3.e. I.T.3.5. Identify various types of handgun malfunctions and the causes of these malfunctions.
- 3.f. I.T.3.6. Demonstrate clearing malfunctions.

#### **4. I.U.1. Identify the legal basis for making vehicle contacts.**

##### **Assessment Strategies**

- 4.1. discussion related to the legal basis for making vehicle contacts.

##### **Criteria**

- 4.1. student articulates the legal justification for making vehicle contacts.
- 4.2. student identifies current case law that governs vehicle contacts.

##### **Learning Objectives**

- 4.a. I.U.1.1. Identify the situations where a vehicle contact is warranted: enforcing motor vehicle laws, arresting criminals, investigative and giving assistance.

#### **5. I.U.2. Conduct an appropriate threat assessment prior to and during a vehicle contact.**

##### **Assessment Strategies**

- 5.1. conduct a threat assessment in a simulated vehicle contact situation and identify factors that were considered when conducting the threat assessment

##### **Criteria**

- 5.1. 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.
- 5.2. 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.
- 5.3. student articulates basic elements of a tactical plan, including the location of the stop, approach options, and escalation/disengagement options.

##### **Learning Objectives**

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

#### **6. I.U.3. Demonstrate the proper procedures for making an approach vehicle contact \***

##### **Assessment Strategies**

- 6.1. perform approach vehicle contacts

##### **Criteria**

- 6.1. student demonstrates the textbook method of conducting vehicle contacts according to Vehicle Contacts Skills Competency Evaluation Guidelines
- 6.2. student follows proper approach (pre-stop) considerations.
- 6.3. student radios in the location of contact to dispatcher.
- 6.4. student initiates contact.
- 6.5. student positions the vehicle properly.
- 6.6. student communicates with the dispatcher and other required units.
- 6.7. student makes the appropriate approach/non-approach decision.
- 6.8. student exits the vehicle, if safe to do so, and continue to assess threat.
- 6.9. student positions him/herself properly.
- 6.10. student makes contact with the subject(s) properly.
- 6.11. student controls the subject(s) through justifiable levels of force.
- 6.12. student initiates follow-thru procedures, as necessary and appropriate.
- 6.13. student completes paperwork appropriately.

##### **Learning Objectives**

- 6.a. U.3.1 Identify the steps in conducting an approach contact.
- 6.b. U.3.2 Demonstrate the steps in conducting an approach contact

#### **7. I.O.1. Live a healthy lifestyle.**

### **Assessment Strategies**

- 7.1. participate in a class discussion on what a healthy lifestyle is and learn about options to improve poor nutrition and fitness choices

### **Criteria**

- 7.1. student explains the purpose of, and how to use, fitness and nutrition journals.
- 7.2. student identifies what they are doing to contribute to a healthy/unhealthy lifestyle and finding options to reduce the unhealthy lifestyle choices.

### **Learning Objectives**

- 7.a. I.O.1.1. Describe factors that lead to a healthy lifestyle.
- 7.b. I.O.1.2. Define wellness.
- 7.c. I.O.1.3. Assess steps to regain and maintain good health.

## **8. I.O.2. Manage stress and implement relaxation techniques.**

### **Assessment Strategies**

- 8.1. identify ways to manage stress and relax

### **Criteria**

- 8.1. student discusses how uncontrolled stress can affect their life and their law enforcement career.
- 8.2. student explains critical incident stress, acute stress, and chronic stress and the effects that each can have on a person in the short and long term.
- 8.3. student identifies general causes of stress and stressors specific to law enforcement.
- 8.4. student discusses how major transitions and life events can cause stress.
- 8.5. student assesses various ways to manage stress.
- 8.6. student explains why finding ways to enjoy life and relax are important and identifies how they will continue to do these things throughout their career.

### **Learning Objectives**

- 8.a. I.O.2.1. Define stress and the long-term effects it can have on an officer's health.
- 8.b. I.O.2.2. Identify causes of stress.
- 8.c. I.O.2.3. Identify ways to manage stress.
- 8.d. I.O.2.4. Determine what things are relaxing and enjoyable for you personally.

## **9. I.O.3. Implement healthy habits.**

### **Assessment Strategies**

- 9.1. set goals and develop a plan for living a healthy lifestyle long term.

### **Criteria**

- 9.1. student includes long term weight loss or maintenance goals and a list of things the student will do to ensure they reach or maintain that goal in their plan.
- 9.2. student understands healthy weight standards (BMI, standard weight charts, body fat composition, etc.).
- 9.3. student explains the benefits of sleep and the detriment of too little sleep.
- 9.4. student sets a long term goal for the number of hours the student will sleep each night and a list of things the student can do to ensure he or she reaches that goal.
- 9.5. student researches ways to stop smoking such as meeting with a health care provider to discuss options, asking friends and family for support, going where smoking is not allowed and avoiding people who smoke. Write a plan for quitting smoking in the nutrition and fitness journal.
- 9.6. student identifies ways to eliminate or reduce alcohol consumption and explain how excessive use of alcohol can be detrimental to the student's life and law enforcement career.
- 9.7. student compares appropriate behavior as a law enforcement officer on the job with healthy behaviors with friends and family.
- 9.8. student identifies hobbies to do outside of law enforcement work and list ways to keep involved in those hobbies throughout the student's law enforcement career.
- 9.9. students plan should include ways to enhance a spiritual life (not necessarily meaning a religious life) throughout the student's lifetime and career as a law enforcement officer.

### **Learning Objectives**

- 9.a. I.O.3.1. Control your weight.
- 9.b. I.O.3.2. Get adequate sleep.
- 9.c. I.O.3.3. Do not use tobacco products.

- 9.d. I.O.3.4. Eliminate or minimize the use of alcohol.
- 9.e. I.O.3.5. Maintain healthy relationships.
- 9.f. I.O.3.6. Enhance your value, spirituality, and beliefs.
- 9.g. I.O.3.7. Maintain financial stability throughout your career.

**10. I.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**

- 10.1. explain the key concepts related to use of force and factors that determine whether force is reasonable.

**Learning Objectives**

- 10.a. I.N.1.1. Identify the situations in which use of force is legitimate.
- 10.b. I.N.1.2. Identify the limits that the constitution, Wisconsin law, agency policies, and your own training place on the use of force.

**11. I.N.2. Examine the fundamentals of movement and control.**

**Assessment Strategies**

- 11.1. apply movement and control concepts in simulated situations

**Criteria**

- 11.1. student controls distance in simulated situations.
- 11.2. student uses the correct stance when faced with different levels of threat.
- 11.3. student applies blanket, escort, and compliance hold correctly.

**Learning Objectives**

- 11.a. I.N.2.1. Explain the importance of control of distance, danger zones, and relative positioning to single and multiple subjects.
- 11.b. I.N.2.2. Explain the fundamentals of movement and control including the open stance, ready stance, defensive stance, and movement.
- 11.c. I.N.2.3. Explain the importance of safely initiating physical contact including blanket, escort, and the compliance hold (front and rear).