



ARIZONA PEACE OFFICER STANDARDS & TRAINING BOARD
BASIC TRAINING CURRICULUM

**LAW ENFORCEMENT
PERFORMANCE OBJECTIVES**
(REVISED: JANUARY 2011)

(Revisions highlighted on pages, 2, 20, 21, 22 & 66)

FUNCTIONAL AREA I – INTRODUCTION TO LAW ENFORCEMENT

1.1 Criminal Justice System

An overview of the components of the criminal justice system, their functions, responsibilities and interrelationships. There are three (3) “sovereigns” in the United States which include: The federal government, state government and tribal governments and each has their own criminal justice system.

PERFORMANCE OBJECTIVES:

- 1.1.1 Identify the three (3) branches of government and the function and responsibilities of each.
- 1.1.2 Identify the purposes and general conditions of parole and probation.
- 1.1.3 Identify the functions and responsibilities of the following three (3) components of the criminal justice system, including the ways that they interact:
 - A. Law enforcement.
 - B. Judicial.
 - C. Corrections.
- 1.1.4 Identify the function and the component of the criminal justice system to which each of the following operational positions belongs:
 - A. Judges.
 - B. Prosecuting attorneys.
 - C. Defense attorneys.
 - D. Probation officers.
 - E. Parole officers.
 - F. Correctional officers.
 - G. Police/sheriff.
 - H. Victim/witness services.

1.2 History of Law Enforcement

A history of the development of law enforcement agencies from their inception to present day including the impact of reforms implemented by Sir Robert Peel and the development of policing in the United States.

LEARNING ACTIVITIES:

- 1.2.1 The trainee will receive instruction and participate in an instructor-led discussion of key points in the evolution of law enforcement, including:
- A. Laws of Hammurabi.
 - B. Mutual pledge system.
 - C. Magna Carta.
 - D. Peelian reform.
 - E. Development of police agencies in the United States.

1.3 Law Enforcement Services

An outline of local, state, tribal, county and federal law enforcement and regulatory agency functions, responsibilities to the community, jurisdictional limitations and mutual aid agreements. The relationships and channels of communication between law enforcement and governmental and private resources are included.

PERFORMANCE OBJECTIVES:

- 1.3.1 Identify the five (5) categories of law enforcement in Arizona and the primary functions, jurisdictions and responsibilities of the following agencies within each category:
- A. Federal:
 - 1. FBI.
 - 2. Postal Service.
 - 3. Drug Enforcement Administration (DEA).
 - 4. Secret Service.
 - 5. INTERPOL – U.S. National Central Bureau.
 - 6. Federal Aviation Administration.
 - 7. Bureau of Indian Affairs (BIA).
 - 8. Environmental Protection Agency.
 - 9. Alcohol, Tobacco and Firearms (ATF): Division of the Treasury Department.
 - 10. U.S. Marshal.
 - 11. Railroad Police.
 - 12. Parks Police.
 - 13. U.S. Coast Guard.
 - 14. Immigration and Customs Enforcement (ICE).
 - 15. Forest Service Law Enforcement

B. State:

1. Department of Public Safety (DPS).
2. Motor Vehicle Department (MVD).
3. AZ National Guard.
4. Office of Emergency Services.
5. Department of Game and Fish.
6. Parks Police.
7. Racing Commission.
8. Attorney General.
9. Department of Corrections.
10. Department of Agriculture.
11. University Police.
12. Capitol Police.

C. Tribal:

1. Rangers.
2. Prosecutors.
3. Office of Emergency Services.
4. Gaming Commission.
5. Police.

D. County:

1. Sheriff.
2. Animal Control.
3. Parks Police.
4. County Attorney.
5. Community College Police.

E. Local:

1. City Police.
2. Airport Police.
3. Parks Police.

1.3.2 Identify the following statutes and the authority that they give Arizona law enforcement agencies:

- A. A.R.S. §13-3871 – Authority of peace officers.
- B. A.R.S. §13-3874 – Indian police; powers; qualifications.
- C. A.R.S. §13-3875 – Cross-certification of federal peace officers.

1.4 Supervision and Management

An outline of general management and supervisory principles and techniques, as well as basic problem-solving strategies. The relationship between employee and supervisor is defined.

PERFORMANCE OBJECTIVES:

- 1.4.1 Identify the definition of “chain of command” and “span of control.”
- 1.4.2 Given a written, verbal or visual description depicting a law enforcement-related problem, identify the following general, problem-solving steps:
 - A. Identifying the problem.
 - B. Analyzing the problem.
 - C. Developing alternatives.
 - D. Selecting a solution.
 - E. Evaluating effectiveness.
- 1.4.3 Identify the working relationship between the employee (first-line officer) and the supervisor and their roles with regard to the following:
 - A. Responsibility.
 - B. Authority.
 - C. Delegation.
 - D. Motivation.

1.5 Ethics and Professionalism

An emphasis on the high moral, ethical and performance standards required of law enforcement personnel. The functions and responsibilities of the Arizona Peace Officer Standards and Training (AZ POST) Board are outlined.

PERFORMANCE OBJECTIVES:

- 1.5.1 Identify examples of gratuities and bribes in accordance with the following definitions:
 - A. Gratuity: Anything of value intended to benefit the receiver, given to the person because of his/her position of authority.
 - B. Bribe: See A.R.S. §13-2602(A)(2).
- 1.5.2 Identify examples of the problems associated with an officer’s acceptance of gratuities.
- 1.5.3 Identify the key phrases in the “Law Enforcement Code of Ethics” (AZ POST 10/02) and the “Canons of Police Ethics” (IACP, Articles 1-11).

- 1.5.4 Given a written, verbal or visual description of unethical or criminal actions on the part of a fellow officer, identify the following methods for handling the situation:
 - A. Reporting unethical actions to a supervisor.
 - B. Preventing unethical behavior where possible.
- 1.5.5 Identify the purpose for, and the responsibilities of, the Arizona Peace Officer Standards and Training Board (AZ POST).
- 1.5.6 Identify the causes for revocation, suspension and denial of a peace officer's certification by AZ POST per Arizona Administrative Code R13-4-109.
- 1.5.7 Identify the following important considerations associated with an officer's use of discretion in enforcing the law:
 - A. Statutory requirements.
 - B. Departmental policies and procedures.
 - C. Best interests of the community.
 - D. Best interests of the department.
 - E. Best interests of the victim.

LEARNING ACTIVITIES:

- 1.5.8 The trainee will receive instruction and participate in an instructor-led discussion of the reasons why:
 - A. Law enforcement officers, both on and off duty, should exemplify the highest ethical and moral standards.
 - B. An officer must take positive action upon becoming aware of unethical or criminal conduct on the part of a fellow officer.
- 1.5.9 The trainee will receive instruction and participate in an instructor-led discussion of:
 - A. The common satisfactions and dissatisfactions inherent in a law enforcement career.
 - B. The effects that a law enforcement career may have upon one's family and social relationships (e.g., spouse, significant other, children, etc.).

1.6 Stress Management

A discussion of the sources, manifestations and stages of stress plus techniques for managing stress and keys to emotional survival.

PERFORMANCE OBJECTIVES:

- 1.6.1 Define stress as presented and described within the AZ POST-approved lesson plan.

- 1.6.2 List the three (3) stages of stress.
- A. Alarm.
 - B. Adaptation.
 - C. Exhaustion.
- 1.6.3 Identify two (2) sources/kinds of stress and give three (3) examples of each.
- A. Short term.
 - B. Long term.
- 1.6.4 List the three (3) categories of manifestations or warning signs of stress and give two (2) examples of each.
- A. Physical.
 - B. Emotional.
 - C. Behavioral.
- 1.6.5 List and briefly describe the four (4) management techniques for dealing with stress.
- A. Aerobic exercise.
 - B. Relaxation.
 - C. Nutrition.
 - D. Sleep.
- 1.6.6. Identify three (3) keys to emotional survival.
- A. Personal time management.
 - B. Physical fitness.
 - C. Having “other” significant roles.

FUNCTIONAL AREA II – LAW AND LEGAL MATTERS

2.1 Introduction to Criminal Law

An examination of the basic concepts, phrases and definitions needed to study criminal law.

PERFORMANCE OBJECTIVES:

- 2.1.1 Identify the following alternatives to prosecution available to complainants and victims:
- A. Mediation.
 - B. Warnings.
 - C. Civil remedies.
 - D. Referral services.

- 2.1.2 Per A.R.S. §§13-1001 through 13-1004, identify examples of the terms:
- A. “Attempt.”
 - B. “Solicitation.”
 - C. “Conspiracy.”
 - D. “Facilitation.”
- 2.1.3 Per A.R.S. §§13-101 and 13-104, identify examples of the difference between “spirit of the law” and “letter of the law.”
- 2.1.4 Identify the purposes of A.R.S. Title 13, per A.R.S. §13-101.
- 2.1.5 Given a written, verbal or visual description of a possible crime, identify which culpable mental states apply, if any, per A.R.S. §13-105.
- 2.1.6 Identify examples of the terms defined in A.R.S. §13-105.
- 2.1.7 Identify the time limitations for prosecution per A.R.S. §13-107.
- 2.1.8 Identify the minimum requirements for criminal liability per A.R.S. §13-201.
- 2.1.9 Identify examples of who may be held criminally liable, “parties to offenses,” per A.R.S. §§13-301 through 13-306.
- 2.1.10 Identify examples of persons who are legally incapable of committing a crime per A.R.S. Title 13, Chapter 5.
- 2.1.11 Identify the classifications of felonies and misdemeanors per A.R.S. §13-601.
- 2.1.12 Identify the provisions of law with regard to the suspension of the civil rights of convicted felons per A.R.S. §13-904.
- 2.1.13 Identify the provisions of law with regard to offenses committed in school safety zones per A.R.S. §13-609.

2.2 Laws of Arrest

A delineation of the conditions under which an officer or citizen may make an arrest. The course distinguishes between misdemeanor and felony arrests and discusses the use of the citation form for misdemeanor cases. Also covered, are the officer’s duties and responsibilities prior to, and during, the arrest including arrests with and without a warrant, discretionary enforcement of the law and use of force to effect an arrest. Person(s) immune from arrest, legal and illegal aliens and the officer’s related responsibilities are identified. Health and safety risks associated with public contact are also addressed.

PERFORMANCE OBJECTIVES:

- 2.2.1 Identify that all arrest warrants must be confirmed prior to warrant service.

- 2.2.2 Identify examples of conditions under which a private person may make a lawful arrest per:
- A. A.R.S. §13-3884.
 - B. A.R.S. §13-3889.
 - C. A.R.S. §13-3900.
- 2.2.3 Given a written description of an officer entering a premise by force, identify whether or not the legal requirements for entry were fulfilled per A.R.S. §13-3891.
- 2.2.4 Identify the following common limitations of officer discretion:
- A. Law.
 - B. Departmental policies and procedures.
 - C. Departmental goals and objectives.
- 2.2.5 Identify the requirements for taking a person, arrested without a warrant, before a magistrate per A.R.S. §13-3898.
- 2.2.6 Identify the time of day or night an arrest may be made per A.R.S. §13-3882.
- 2.2.7 Identify examples of the information an officer is required to provide to a person who is being arrested per A.R.S. §§13-3887 and 13-3888.
- 2.2.8 Identify examples of the circumstances under which it is preferable to seek a long-form complaint rather than make a probable cause arrest.
- 2.2.9 Identify the provisions of A.R.S. §13-1805 regarding detention of a suspected shoplifter by a merchant or the merchant's agent.
- 2.2.10 Identify what constitutes entrapment per case law.
- 2.2.11 Identify that in the absence of a court order or authority from a parole or probation officer, only a parole or probation officer may lawfully arrest a person for a parole/probation violation.
- 2.2.12 Given a written description of a situation where an officer is effecting an arrest, identify the degree of force that may be used per A.R.S. §§13-3881, 13-3896 and 13-3902.
- 2.2.13 Given written, visual or verbal descriptions of situations where *deadly physical force* is threatened or used, identify whether the act was justified. The situations will minimally cover the following:
- A. Affirmative Defenses (A.R.S. §13-205).
 - B. Execution of public duty (A.R.S. §13-402).
 - C. Use of deadly physical force (A.R.S. §13-405).
 - D. Defense of a third person (A.R.S. §13-406).
 - E. Use of physical force in defense of premises (A.R.S. §13-407).
 - F. Use of deadly physical force in law enforcement (A.R.S. §13-410).
 - G. Use of force in crime prevention (A.R.S. §13-411).
 - H. Use of force in domestic violence (A.R.S. §13-415).
 - I. Use of force in defense of residential structure or occupied vehicles (A.R.S. §13-418).
 - J. Exceptions (A.R.S. §13-419).

- 2.2.14 Given written, visual or verbal descriptions of situations where physical (not deadly) force is threatened or used, identify whether the act was justified. The situation will minimally cover the following:
- A. Affirmative defenses (A.R.S. §13-205)
 - B. Executions of public duty (A.R.S. §13-402).
 - C. Use of physical force (A.R.S. §13-403).
 - D. Self defense (A.R.S. §13-404).
 - E. Defense of a third person (A.R.S. §13-406).
 - F. Use of physical force in defense of premises (A.R.S. §13-407).
 - G. Use of physical force in defense of property (A.R.S. §13-408).
 - H. Use of physical force in law enforcement (A.R.S. §13-409).
 - I. Use of deadly force in law enforcement (A.R.S. §13-410).
 - J. Use of physical force in crime prevention (A.R.S. §13-411).
 - K. Use of physical force in domestic violence (A.R.S. §13-415)
 - L. Use of force in defense of residential structure or occupied vehicles (A.R.S. §13-418).
 - M. Exceptions (A.R.S. §13-419).
- 2.2.15 Identify the provisions of A.R.S. §13-401 regarding the liability associated with the lawful use of physical or deadly force, when the use of such force results in the injury or death of an innocent third party.
- 2.2.16 Identify the duties of an officer when making an arrest with a warrant per A.R.S. §§13-3887 and 13-3897.
- 2.2.17 Identify examples of the conditions under which an officer may make a lawful arrest without a warrant per A.R.S. §13-3883.
- 2.2.18 Given a written, verbal or visual description of an instance where an arrest may or may not be warranted, identify if probable cause for the arrest exists by applying the following standard:
- Probable cause to make an arrest requires knowledge, based on facts and circumstances, which would cause a reasonable and prudent police officer to believe that a crime has been, or is being, committed and that the person to be arrested has committed, or is committing that crime.
- 2.2.19 Identify examples of persons who are immune from arrest per Article 4, Part 2, Section 6 of the Arizona Constitution.
- 2.2.20 Identify the conditions under which an arrested person may be issued a written notice to appear in lieu of detention per A.R.S. §13-3903.

2.3 Search and Seizure

An analysis of constitutional requirements, statutes and case law on search and seizure. The probable cause and conditions under which an officer may make a legal search and seizure, including searches of persons, premises and vehicles, are identified. The procedure for obtaining and serving a search warrant and emphasis on the recording of probable cause in written reports and affidavits for search warrants are outlined.

PERFORMANCE OBJECTIVES:

- 2.3.1 Identify examples of the conditions under which a lawful search with a warrant may be made per A.R.S. §§13-3916 and 13-3917.
- 2.3.2 Identify the grounds for issuance of a search warrant per A.R.S. §13-3912.
- 2.3.3 Identify examples of the following search concepts per case law:
 - A. Consent.
 - B. Scope of search.
 - C. Contemporaneous.
 - D. Probable cause.
 - E. Instrumentalities of the crime.
 - F. Fruits of the crime.
 - G. Contraband.
 - H. Knock and announce.
- 2.3.4 Identify the requirements and procedures for obtaining, executing and returning a search warrant per A.R.S. §§13-3911 through 13-3924.
- 2.3.5 Identify the following items for which an officer may legally search as delineated in case law decisions:
 - A. Dangerous weapons.
 - B. Fruits of the crime.
 - C. Instrumentalities of the crime.
 - D. Contraband.
 - E. Suspects and additional victims.
- 2.3.6 Given a written, verbal or visual description of an instance where “probable cause” for police action may or may not exist, identify if probable cause exists to search consistent with the following standards:
 - A. Probable cause to obtain a search warrant requires that enough credible information exists to make it reasonable to believe that the contraband or evidence to be searched for is located in the place to be searched.
 - B. Probable cause to search a vehicle, without a warrant, requires that enough credible information exists to make it reasonable to believe that the contraband or evidence to be searched for is located in that part of the vehicle which is to be searched.

- 2.3.7 Given a written, verbal or visual description of possible criminal activity, identify whether “reasonable suspicion” exists for an officer to detain a suspect consistent with the following standards. The elements required to establish a reasonable suspicion are a set of specific, articulable facts which support an inference that:
- A. Crime-related activity has occurred, is occurring or is about to occur.
 - B. The person to be detained is connected with that activity.
- 2.3.8 Identify examples of situations/circumstances which do not require a search warrant, to include:
- A. Consent search.
 - B. Exigent circumstances search.
 - 1. Response to an emergency.
 - 2. Hot pursuit.
 - 3. Likely destruction of evidence.
 - 4. Substantial risk of harm to persons involved.
 - 5. Substantial possibility of violence.
 - C. Incidental to arrest search.
 - D. Plain view search.
 - E. Mobile vehicle search.
 - F. Inventory of a person’s property.
 - G. Searching abandoned property.
- 2.3.9 Identify the permissible scope of the following searches:
- A. Consent search.
 - B. Exigent circumstances search.
 - 1. Response to an emergency.
 - 2. Hot pursuit.
 - 3. Likely destruction of evidence.
 - 4. Substantial risk of harm to persons involved.
 - 5. Substantial possibility of violence.
 - C. Incidental to arrest search.
 - D. Plain view search.
 - E. Open fields search.
 - F. Mobile vehicle search.
 - G. Inventory of a person’s property.
 - H. Searching abandoned property.
- 2.3.10 Identify the definition and following purposes of the “exclusionary rule”:
- A. The primary purpose is to deter unlawful searches and seizures by peace officers. This is accomplished by eliminating the incentive for such behavior by prohibiting the admission of any evidence which is illegally obtained.
 - B. A secondary purpose is to maintain the dignity and integrity of the courts by keeping “tainted” evidence out of the courtroom.

- 2.3.11 Identify the requirements and scope of both a lawful “stop” and a lawful “frisk” (Terry v. Ohio).
- 2.3.12 Given a simulated situation in which a “stop and frisk” is appropriate, ***demonstrate*** a lawful “stop and frisk.”

2.4 Rules of Evidence

A delineation of the Rules of Evidence applicable to law enforcement emphasizing the tests of admissibility of evidence applied by the courts. Direct and circumstantial evidence, hearsay, confessions, dying declarations, documentary evidence, competency of witnesses and privileged and non-privileged communications are defined.

PERFORMANCE OBJECTIVES:

- 2.4.1 Identify the following minimal tests which an item of evidence must successfully pass before it may be admitted into any criminal court:
- A. The evidence must be relevant to the matter in issue (Rules of Evidence 401).
 - B. The evidence must be competently presented in court (Rules of Evidence 601).
 - C. The evidence must have been legally obtained.
- 2.4.2 Identify the primary purpose of the Rules of Evidence as preventing the introduction of evidence which is irrelevant or unreliable, unfairly prejudicial or unduly time consuming to present.
- 2.4.3 Identify the following purposes for offering evidence in court:
- A. As an item of proof.
 - B. To impeach a witness.
 - C. To rehabilitate a witness.
 - D. To assist in determining sentence.
- 2.4.4 Identify that the burden of proof in all criminal cases is “beyond a reasonable doubt” and that the burden of proof in most civil cases is “the preponderance of evidence.”
- 2.4.5 Identify the following exceptions to the Hearsay Rule (Rules of Evidence 803 through 804).
- A. Certain statements with inherent reliability, such as present sense impressions and excited utterances.
 - B. Admissions.
 - C. Confessions.
 - D. Dying declarations.
- 2.4.6 Identify what constitutes hearsay and what statements are, by definition, not hearsay (Rules of Evidence 801-804).

- 2.4.7 Identify the meanings of the following terms:
- A. Privileged communication.
 - B. Circumstantial evidence.
 - C. Direct evidence.
- 2.4.8 Identify the following types of information that could prejudice the rights of an individual and/or jeopardize an investigation if furnished to the public/news media:
- A. Information prohibited from disclosure by agency policy.
 - B. Statements as to the character or reputation of an accused person or prospective witness.
 - C. Admissions, confessions or alibis attributed to an accused person.
 - D. Refusal of a suspect or witness to take any tests.
 - E. The believed credibility of an accused person or witness.
 - F. The probability of the accused entering a guilty plea.
 - G. The opinionated value of evidence against an accused.
- 2.4.9 Identify the exceptions to the doctor/patient privilege with regard to the disclosure of medical information for DUI and child abuse investigations per A.R.S. §§13-3620 and 28-1388.

2.5 Summonses, Subpoenas and Warrants

An overview of Arizona laws which pertains to the service and execution of summonses and subpoenas.

PERFORMANCE OBJECTIVES:

- 2.5.1 Identify the definitions of the following terms:
- A. Complaint.
 - B. Arrest warrant.
 - C. Summons.
 - D. Subpoena.
- 2.5.2 Open

2.6 Civil Process

An overview of common terminology related to civil cases and the general rules pertaining to repossessions.

PERFORMANCE OBJECTIVES:

- 2.6.1 Identify the definition of “civil litigation.”
- 2.6.2 Identify the general rules pertaining to the legal repossession of property:
 - A. Identify what property may be repossessed without a court order:
 - 1. Self-help remedies.
 - 2. Commercial tenancies.
 - 3. Innkeepers.
 - B. Identify the court paperwork which permits the seizure of property before (pre-judgment) and after (post-judgment):
 - 1. Pre-judgment seizures (Writ of Attachment and Writ of Replevin).
 - 2. Post-judgment seizures (Writ of Restitution, Writ of Garnishment and Writ(s) of Execution).
 - C. Identify who may repossess property.
 - D. Identify the limitations on repossessions of property.
 - E. Identify statutory liens allowing a person to legally retain property belonging to another.

2.7 Administration of Criminal Justice

A review of the functions, authority and jurisdiction of the various federal and state courts and an outline of the criminal justice process from arrest to final disposition.

PERFORMANCE OBJECTIVES:

- 2.7.1 Identify the time limits associated with each of the following phases of the criminal justice process:
 - A. Initial appearance.
 - B. Grand jury/preliminary hearing – in custody.
 - C. Grand jury/preliminary hearing – not in custody.

2.7.2 Identify the nature and purpose of each of the following processes in criminal cases:

- A. Complaint.
- B. Information.
- C. Initial appearance.
- D. Grand jury/preliminary hearing.
- E. Bail, bond.
- F. Arraignment.
- G. Pre-trial court hearing (omnibus hearing).
- H. Case preparation (officer/prosecutor relationship).
- I. Disclosure.
- J. Plea agreement (bargaining).
- K. Adult diversion.
- L. Juvenile transfer.
- M. Trial.
- N. Sentencing.
- O. Pre-sentencing report/hearing.
- P. Appeals.
- Q. Venue.
- R. Jurisdiction.

2.7.3 Identify the jurisdiction and primary responsibility of each of the following courts in the Arizona court system:

- A. Municipal.
- B. Justice.
- C. Superior.
- D. Court of Appeals.
- E. Supreme Court.

2.7.4 Identify the jurisdiction and primary responsibility of the following courts that comprise the Federal Court system:

- A. District Court.
- B. Court of Appeals.
- C. Supreme Court.

2.8 Juvenile Law and Procedures

A review of the agencies and laws relating to juveniles. Proper procedures and techniques necessary to detain and refer juveniles are identified, as are requirements for handling various types of juvenile-related incidents. Distinctions between juvenile and adult law and procedures are highlighted.

PERFORMANCE OBJECTIVES:

- 2.8.1 Identify the following with regard to the Juvenile Justice system:
- A. The fundamental objective(s) of the system (i.e., protection and/or rehabilitation).
 - B. The jurisdiction of the juvenile court, to include automatic transfers (A.R.S. §§8-202 and 13-501).
 - C. The adjudication alternatives available to the juvenile court.
 - D. The requirements for completing and processing referrals.
 - E. The role and responsibilities of Child Protective Services/DES.
 - F. The purpose and nature of the following hearings:
 1. Advisory hearing.
 2. Adjudication hearing.
 3. Detention hearing.
 4. Disposition hearing.
 5. Transfer hearing.
- 2.8.2 Identify juvenile adjudication options per A.R.S. §§8-321 and 8-326.
- 2.8.3 Identify examples of situations in which juveniles must be segregated from other prisoners per A.R.S. §8-305.
- 2.8.4 Identify that juveniles may not be transported with adults unless segregated by a sight and sound barrier within the transportation vehicle.
- 2.8.5 Identify an example of situations in which there is a legal duty to secure medical aid for a sick or injured juvenile who is in custody.
- 2.8.6 Identify examples of situations in which a minor, who has been the victim of a sexual assault, may give consent to a medical examination per A.R.S. §13-1413.
- 2.8.7 Identify the responding officer's responsibility with regard to taking a minor's statement concerning an alleged sexual offense or physical abuse involving, or witnessed by, the minor.
- 2.8.8 Identify the following as rights that are guaranteed a juvenile based upon the Gault Decision:
- A. Right to early notice of charges.
 - B. Right to remain silent.
 - C. Right to adequate warning of the privilege against self-incrimination.
 - D. Right to confront and cross-examine witnesses.
 - E. Right to legal counsel, whether private or court appointed, in cases which might result in incarceration.
 - F. Right to have a parent/guardian present while being questioned.

- 2.8.9 Identify the requirement for parent/guardian notification when a juvenile is taken into custody per A.R.S. §8-823.
- 2.8.10 Identify examples of violations related to the sale, possession or use of alcohol by juveniles per A.R.S. §§4-241 and 4-244.
- 2.8.11 Identify the following as factors that should be considered when determining the proper course of action with respect to a juvenile offender:
- A. Nature of the offense.
 - B. Age of the offender.
 - C. Establishing culpability of the offender.
 - D. Nature of circumstances which led to the offense.
 - E. Prior contacts with law enforcement.
 - F. Legal guardian of the offender.
- 2.8.12 Identify the following alternatives to custody for juvenile offenders:
- A. Release to parent/guardian.
 - B. Referral to public/private agency.
- 2.8.13 Given a written description of an offense committed by a juvenile, the circumstances which led to the offense, the age of the juvenile, the juvenile's history of violence and/or contact with law enforcement (if any) and the legal guardian of the offender, identify the most appropriate course of action from among the following alternatives:
- A. Release to parent/guardian.
 - B. Refer to another agency.
 - C. Place into custody.
- 2.8.14 Identify definitions of the following terms:
- A. Incurable person (A.R.S. §13-3612).
 - B. Delinquent person (A.R.S. §13-3612).
 - C. Dependent person (A.R.S. §13-3612).
 - D. Neglect (A.R.S. §8-531.11).
 - E. Runaway (A.R.S. §8-303).
 - F. Adjudicated.
 - G. Adjudication hearing.
 - H. Adjusted.
 - I. Advisory hearing.
 - J. Commitment.
 - K. Delinquent act.
 - L. Detention.
 - M. Detention hearing.
 - N. Disposition.
 - O. Disposition hearing.
 - P. Juvenile.
 - Q. Juvenile court.
 - R. Transfer (remand) hearing.

- 2.8.15 Identify the circumstances under which an officer must lawfully take a juvenile into temporary custody per A.R.S. §§8-303 and 8-821.
- 2.8.16 Identify the circumstances under which an officer may lawfully take a juvenile into temporary custody per A.R.S. §§8-303 and 8-821.

2.9 Courtroom Demeanor

An examination of the proper techniques for giving effective police testimony as a witness in court. Preparation, appearance, manner, attitude and use of reference materials are addressed.

PERFORMANCE OBJECTIVES:

- 2.9.1 Identify the following as steps to be taken in preparation to give courtroom testimony:
- A. Refresh memory.
 - B. Ensure professional appearance.
 - C. When appropriate, contact witnesses.
 - D. Ensure that evidence and relevant reports are accessible.
- 2.9.2 Identify the following as principles of effective presentation of testimony:
- A. Honesty.
 - B. Brevity.
 - C. Clarity.
 - D. Objectivity.
 - E. Emotional control.

LEARNING ACTIVITIES:

- 2.9.3 The trainee will observe and participate in instructor-led critiques of role-playing exercises designed to demonstrate effective and ineffective courtroom testimony as a peace officer in response to the following approaches to questioning:
- A. Friendly.
 - B. Badgering.
 - C. Condescending.
- 2.9.4 At a minimum, each such critique will address the adequacy of the officer's testimony in terms of the following:
- A. Responsiveness to questions.
 - B. Clarity of expression.
 - C. Errors of omission.
 - D. Errors of commission.
 - E. Overall demeanor.

2.10 Constitutional Law

An outline of the United States Constitution emphasizing the rights of the individual. A foundation for future instruction in the laws of arrest and search and seizure is provided.

PERFORMANCE OBJECTIVES:

- 2.10.1 Identify the concept of the “supremacy clause” (hierarchy of the federal court system).
- 2.10.2 Identify what constitutes case law.
- 2.10.3 Identify examples of how case decisions affect and clarify statutory law (Stare Decisis).
- 2.10.4 Identify and be able to explain the scope of the following rights protected by the 1st, 4th, 5th, 6th, 8th and 14th Amendments of the U.S. Constitution:
 - A. Freedom of religion.
 - B. Freedom of speech.
 - C. Freedom of the press.
 - D. Freedom of assembly.
 - E. Right to petition the government for a redress of grievances.
 - F. Freedom from unreasonable searches and seizures.
 - G. Right to be told of charges when arrested.
 - H. Freedom from being tried twice for the same crime.
 - I. Freedom from self-incrimination.
 - J. Right to due process before being deprived of life, liberty or property.
 - K. Right to a speedy trial.
 - L. Right to a public trial by an impartial jury.
 - M. Right to confront witnesses.
 - N. Right to subpoena witnesses.
 - O. Right to counsel.
 - P. Freedom from excessive bail.
 - Q. Freedom from cruel and unusual punishments.
 - R. Right to equal protection of the laws.
- 2.10.5 Identify the following types of information that should generally be provided to crime victims:
 - A. Existence of the Victim’s Compensation Program.
 - B. Availability and nature of local victim/witness services.
 - C. Means of accessing police reports.
 - D. Case follow-up procedures and responsibilities.
 - E. All provisions of A.R.S. §§13-4405 and 13-4406.

2.11 Substantive Criminal Law/Titles 4, 13 and 36

An analysis of the most frequently used sections of A.R.S. Title 13. The statutory language and necessary elements of criminal acts are emphasized.

PERFORMANCE OBJECTIVES:

- 2.11.1 Identify examples of the following property-related crimes:
- A. Abuse of venerated objects – A.R.S. §13-3703.
 - B. Credit card fraud – A.R.S. §§13-2102 through 13-2105, and 13-2110.
 - C. Failure to return rental property – A.R.S. §13-1806.
 - D. Possession of altered property – A.R.S. §13-2306.
 - E. Possession of burglary tools – A.R.S. §13-1505.
 - F. Reckless burning and arson – A.R.S. §§13-1702 through 13-1708.
 - G. Aggravated criminal damage – A.R.S. §13-1604.
- 2.11.2 Identify the elements of the following property-related crimes:
- A. Fraud – A.R.S. §13-2310.
 - B. Defacing or damaging petroglyphs, pictographs, caves or caverns – A.R.S. §13-3702.
 - C. Issuing a bad check – A.R.S. §§13-1807 and 13-1808.
 - D. Interruption of or injury to cable television systems – A.R.S. §13-3712.
 - E. Taking plants from public lands – Title 3, A.R.S. §§3-907 and 3-909.
- 2.11.3 Identify the definitions of forgery-related offenses per A.R.S. – §§13-2003 through 13-2009.
- 2.11.4 Identify the elements of, and permissible inferences regarding, the crime of trafficking in stolen property per A.R.S. §§13-2305, 13-2306 and 13-2307.
- 2.11.5 Identify the elements of the crime of bribery per A.R.S. §§13-2602 through 13-2605, including the meanings of related terms delineated in A.R.S. §13-2601.
- 2.11.6 Identify examples of the crime of interfering with judicial proceedings per A.R.S. §13-2810(A)(1) and (A)(2).
- 2.11.7 Given a copy of A.R.S. Title 13 and a written, verbal or visual description depicting the possible commission of one (1) of the following crimes, identify if a crime occurred and, if so, the appropriate code section and crime classification:
- A. Obstructing governmental operations – A.R.S. §13-2402.
 - B. Refusing to aid a peace officer – A.R.S. §13-2403.
 - C. **Eliminated**
 - D. Impersonating a public servant – A.R.S. §13-2406.
 - E. Tampering with a public record – A.R.S. §13-2407.
 - F. Obstructing criminal investigations or prosecutions – A.R.S. §13-2409.
 - G. Hindering prosecution – A.R.S. §§13-2510 through 13-2512.
 - H. False swearing – A.R.S. §13-2703.
 - I. Influencing a witness – A.R.S. §13-2802.

- J. Tampering with a witness – A.R.S. §13-2804.
- K. Influencing a juror – A.R.S. §13-2805.
- L. Jury tampering – A.R.S. §13-2807.
- M. Tampering with physical evidence – A.R.S. §13-2809.
- N. Betting and wagering – A.R.S. §13-3305.
- O. Possession of a gambling device – A.R.S. §13-3306.
- P. Discharge of firearms – A.R.S. §13-3107.
- Q. Sale or gift of firearm to minor - A.R.S. §13-3109.
- R. Misconduct involving simulated explosive devices – A.R.S. §13-3110.
- S. Escape – A.R.S. §§13-2502 through 13-2504.
- T. Failure to appear – A.R.S. §§13-2506 and 13-2507.
- U. Resisting arrest – A.R.S. §13-2508.
- V. Perjury – A.R.S. §13-2702.
- W. Adding poison or other harmful substance to food, drink or medicine – A.R.S. §13-3704.
- X. Prostitution – A.R.S. §§13-3201 through 13-3214.
- Y. Obscene materials – A.R.S. §§13-3502, 13-3504, 13-3506 through 13-3509 and 13-3512.
- Z. Minors prohibited from carrying or possessing firearms – A.R.S. §13-3111.
- AA. Permit to carry concealed weapon – A.R.S. §13-3112.
Note - Original BB deleted, CC & DD renumbered Nov. 2010.
- BB. Impersonating a peace officer – A.R.S. §13-2411.**
- CC. Refusing to provide truthful name when lawfully detained – A.R.S. §13-2412.**

2.11.8 Identify examples of the following public nuisance crimes:

- A. Disorderly conduct – A.R.S. §13-2904.
- B. Obstructing a public thoroughfare – A.R.S. §13-2906.
- C. Criminal nuisance – A.R.S. §13-2908.
- D. Loitering – A.R.S. §13-2905.
- E. Unlawful assembly – A.R.S. §13-2902.
- F. Riot – A.R.S. §13-2903.
- G. False reporting – A.R.S. §13-2907.
- H. Disobedience to a dispersal order – A.R.S. §13-2904(A)(5).
- I. Obstructing a criminal investigation – A.R.S. §13-2409.
- J. Use of telephone to terrify, intimidate, etc. – A.R.S. §13-2916.
- K. Cruelty to animals – A.R.S. §13-2910.
- L. Liquor control violations – A.R.S. §4-244.
- M. Handguns in licensed premises; posting of notice – A.R.S. §4-229.**
- N. Harassment – A.R.S. §13-2921.
- O. Aggravated harassment – A.R.S. §13-2921.01.
- P. Stalking – A.R.S. §13-2923.

2.11.9 Identify examples of the following crimes against children:

- A. Commercial sexual exploitation of a minor – A.R.S. §13-3552.
- B. Sexual exploitation of a minor – A.R.S. §13-3553.
- C. Admitting minors to public displays of sexual conduct – A.R.S. §13-3558.
- D. Dangerous crimes against children – A.R.S. §13-705P1.
- E. Child or vulnerable adult abuse – A.R.S. §13-3623.
- F. Child neglect – A.R.S. §13-3619.
- G. Family offenses – A.R.S. §§13-3612, 13-3613 and 13-3622.

- H. Public sexual indecency to a minor – A.R.S. §13-1403.
 - I. Sexual conduct with a minor – A.R.S. §13-1405.
 - J. Child molestation – A.R.S. §13-1410.
 - K. Tattoos, brands, scarifications and piercings of minors – A.R.S. §13-3721.
- 2.11.10 Identify the requirements for reporting instances of suspected child abuse/neglect per A.R.S. §13-3620.
- 2.11.11 Identify the provisions of A.R.S. §13-1407 with regard to the defenses to various sexual offenses.
- 2.11.12 Given a written, verbal or visual description depicting the possible commission of one (1) of the following sex crimes, identify if a crime occurred and, if so, the common crime name and classification:
- A. Indecent exposure – A.R.S. §13-1402.
 - B. Public sexual indecency – A.R.S. §13-1403.
 - C. Sexual abuse – A.R.S. §13-1404.
 - D. Sexual assault – A.R.S. §13-1406.
 - E. Adultery – A.R.S. §13-1408.
- 2.11.13 Given a written, verbal or visual description depicting the possible commission of one (1) of the following drug-related crimes, identify if a crime occurred and, if so, the appropriate code section and crime classification:
- A. Possession, manufacture, delivery or advertisement of drug paraphernalia – A.R.S. §13-3415.
 - B. Manufacture, distribution or possession with intent to use **or intent to distribute** the following imitation substances:
 - 1. Imitation controlled substance – A.R.S. §13-3456.
 - 2. Imitation prescription-only drug – A.R.S. §13-3457.
 - 3. Imitation over-the-counter drug – A.R.S. §13-3455 & 13-3458.
 - 4. Counterfeit preparation – A.R.S. §13-3459.
 - C. Possession, use, administration, acquisition, manufacture, sale or transportation of the following controlled/dangerous drugs:
 - 1. Peyote – A.R.S. §13-3402.
 - 2. Precursor or regulated chemicals – A.R.S. §13-3404 and 13-3404.01.
 - 3. Marijuana – A.R.S. §13-3405.
 - 4. Prescription-only drugs – A.R.S. §13-3406.
 - 5. Dangerous drugs – A.R.S. §13-3407.
 - 6. Narcotic drugs – A.R.S. §13-3408.
 - D. Possession and sale of a vapor-releasing substance containing a toxic substance – A.R.S. §13-3403.

- 2.11.14 Given a written, verbal or visual description depicting the possible commission of one (1) of the following crimes, identify if a crime occurred and, if so, the common crime name and classification:
- A. Criminal damage to property – A.R.S. §§13-1602 through 13-1604.
 - B. Burglary – A.R.S. §§13-1506 through 13-1508.
 - C. Criminal trespass – A.R.S. §13-1502 through 13-1504.
 - D. Forgery – A.R.S. §13-2002.
 - E. Theft – A.R.S. §13-1801 through 13-1806, 13-1813 and 13-1814.
 - F. Unlawful use of means of transportation – A.R.S. §13-1803.
 - G. Homicide – A.R.S. §§13-1101 through 13-1105.
 - H. Assault and related offenses – Title 13, Chapter 12.
 - I. Robbery and related offenses – Title 13, Chapter 19.
 - J. Kidnapping and related offenses – Title 13, Chapter 13.
 - K. Organized Retail Theft. A.R.S. §13-1819.
- 2.11.15 Given a written, verbal or visual description depicting the possible commission of a crime related to the use of dangerous instruments or deadly weapons, identify if a crime occurred and, if so, the common crime name and classification per A.R.S. §§13-3102, 13-3103 and 13-3104.

2.12 Liability Issues

A review of common civil and criminal liability facing law enforcement agencies and officers. The concept of vicarious liability is discussed. Emphasis is placed on knowledge of federal civil rights violations including 18 U.S.C. §§242 and 243 and 42 U.S.C. §1983.

PERFORMANCE OBJECTIVES:

- 2.12.1 Identify the following common causes of civil litigation against law enforcement officers and agencies:
- A. False arrests.
 - B. First aid.
 - C. Excessive force.
 - D. Vehicle collisions.
 - E. Illegal search and seizure.
 - F. Failure to protect.
 - G. Workplace harassment.
- 2.12.2 Identify examples of direct and vicarious liability.
- 2.12.3 Identify examples of when an officer may be subject to civil liability and/or criminal prosecution per A.R.S. §§28-624(D) and 13-201.
- 2.12.4 Identify examples of civil rights violations per U.S.C. Title 18 §§241 and 242 and Title 42 U.S.C. §1983.

- 2.12.5 Identify the scope of criminal liability for civil rights violations per Title 18 U.S.C. §§241 and 242.
- 2.12.6 Identify the scope of civil liability for civil rights violations per Title 42 U.S.C. §1983.

FUNCTIONAL AREA III – PATROL PROCEDURES

3.1 Patrol Procedures – Patrol and Observation Part I

A study of the types, purposes and techniques of police patrol. Emphasis is placed on vehicle patrol, citizen protection, crime prevention and identification, apprehension of suspects and officer safety and related tactical procedures. Answering complaints, emergency and non-emergency situations, routing patrol and observation, inspection and control of hazards and coordination of helicopter activities are covered. Methods for developing observation skills are described.

PERFORMANCE OBJECTIVES:

- 3.1.1 Identify the following advantages and disadvantages of motorized and non-motorized patrol:
 - A. Foot patrol.
 - 1. Advantages:
 - a. Close public contact.
 - b. More accessible to the public.
 - c. Easier movement in large crowds.
 - d. Greater familiarity with the beat.
 - e. Closer beat inspection.
 - 2. Disadvantages:
 - a. Limited patrol area.
 - b. Limited pursuit capabilities.
 - c. Limited communications.
 - B. Motorized patrol.
 - 1. Advantages:
 - a. Most economical.
 - b. Greater speed and mobility.
 - c. Greater preventive enforcement.
 - d. Greater officer protection.
 - 2. Disadvantages:
 - a. Lack of close public contact.

- b. Expense of improperly handled equipment.
- c. Lack of close beat inspections.

3.1.2 Identify the following alternative methods of patrol:

- A. Bicycle.
- B. Motorcycle.
- C. Helicopter.
- D. Fixed wing.
- E. Ultra-light.
- F. Horse.
- G. ATV.
- H. Personal Water Craft (PWC).
- I. Boat.
- J. Snowmobile.

3.1.3 Identify the following duties that a field officer must perform in order to properly prepare for a patrol shift:

- A. Gather information through crime analysis, reports and briefings.
- B. Gather needed materials (i.e., report forms, citation books, etc.).
- C. Obtain and inspect equipment (i.e., shotgun, vehicle, etc.).
- D. Mentally prepare for shift.
- E. Personal protection equipment/safety issues:
 - 1. Needles.
 - 2. Drug paraphernalia.
 - 3. Presence of weapons.
 - 4. Communicable disease (transmitted via touch, airborne organisms or body fluids).

3.1.4 Identify the reasons for, and importance of, professional appearance and demeanor.

3.1.5 Identify the following factors that contribute to “command presence”:

- A. Verbal skills.
- B. Body language, posture.
- C. Professional appearance.

3.1.6 Identify the following reasons for conducting pre-shift vehicle inventory and safety inspections:

- A. Provide a sense of security to the driver.
- B. Prevent traffic collisions.
- C. Promote operational efficiency.
- D. Reduce maintenance and repair costs.
- E. Reduce number of “out-of-service” vehicles.
- F. Identification of the mechanical properties and normal operating characteristics of various items of vehicular equipment (lights, brakes, steering, tires, etc.).

- 3.1.7 Identify the following methods for improving observation skills:
- A. Relax.
 - B. Avoid tunnel vision.
 - C. Increase awareness of things that are out of place.
 - D. Gain awareness of the influences of external and internal factors.
 - E. Practice using five (5) of your senses.
- 3.1.8 Identify the following basic preventive patrol procedures:
- A. Frequent checks of business/residential premises.
 - B. Frequent checks of suspicious persons.
 - C. Varying patrol patterns.
 - D. Maintaining visibility.
- 3.1.9 Identify examples of the following basic patrol patterns:
- A. Circular.
 - B. Double back.
 - C. Random.
- 3.1.10 Identify the following patrol vehicle operations that increase the effectiveness of crime detection:
- A. Drive at a slow to moderate speed.
 - B. Use the curb lane.
 - C. Park in an unobtrusive location.
 - D. Patrol in an unpredictable pattern.
- 3.1.11 Given a written, verbal or visual description of circumstances that may or may not be suspicious, identify suspicious persons, vehicles and activities.
- 3.1.12 Identify the following examples of odors and sounds that should be investigated:
- A. Odors:
 - 1. Smoke.
 - 2. Controlled substances.
 - 3. Alcohol.
 - 4. Gasoline.
 - 5. Natural gas.
 - 6. Gun powder.
 - B. Sounds:
 - 1. Breaking glass.
 - 2. Angry or fearful voices.
 - 3. Gun shots.
 - 4. Fireworks.
 - 5. Squealing tires.
 - 6. Rapid vehicle motor acceleration.

7. Loud music.
8. Barking dogs.

3.1.13 Given a practical exercise, ***demonstrate*** the proper procedure for approaching, stopping and detaining a suspicious person (other than a traffic stop) under each of the following conditions:

- A. While in a patrol vehicle.
- B. While on foot.
- C. Unassisted (single officer stop).
- D. Assisted (multiple officer stop).
- E. Key performance elements include:
 1. Approach, cover and contact.
 2. Records checks.
 3. Searches.
 4. Stance and positioning.
 5. Backing down when necessary.

3.1.14 Identify effective tactics for maximizing officer safety when conducting field interviews of suspects to include:

- A. One (1) officer – one (1) person:
 1. Use a defensive tactics stance and stand approximately one (1) arm's length plus a foot from the suspect with your weapon away from the suspect.
 2. The strong hand (gun hand) should initially be kept free.
 3. Watch suspect's hands.
 4. Be mindful of the surroundings.
- B. One (1) officer – two (2) or more persons:
 1. Use a defensive tactics stance and stand approximately one (1) arm's length plus a foot from the suspect with your weapon away from the suspect.
 2. The strong hand (gun hand) should initially be kept free.
 3. Watch suspect's hands.
 4. Be mindful of the surroundings.
 5. Do not allow suspect to close in or surround.
- C. Two (2) officers – one (1) person:
 1. The primary (interviewing) officer should use a defensive tactics stance and stand approximately one (1) arm's length plus a foot from the suspect with your weapon away from the suspect.
 2. The strong hand (gun hand) should initially be kept free.
 3. Watch suspect's hands.
 4. Be mindful of the surroundings.
 5. The cover officer should be positioned to form a triangle with the first officer and the person being interviewed to avoid a cross fire.

- D. Two (2) officers – two (2) or more persons:
 - 1. The officer initiating the contact (i.e., the primary or interviewing officer) should use a defensive tactics stance and stand approximately one (1) arm's length plus a foot from the suspect with your weapon away from the suspect.
 - 2. The strong hand (gun hand) should initially be kept free.
 - 3. Watch suspect's hands.
 - 4. Be mindful of the surroundings.
 - 5. The cover officer should separate the remaining suspects from the primary (interviewing) officer and assume a position which allows maximum visibility of all suspects.
 - 6. The cover officer should use a defensive tactics stance and stand approximately one (1) arm's length plus a foot from the suspect with the weapon away from the suspect.
 - 7. The cover officer should keep both hands free.
 - 8. The cover officer should keep conversations with the suspect(s) brief to avoid being distracted.
 - 9. Both officers should communicate any threats or hazards to the other officer.
 - 10. Both officers should be aware of crossfire hazards.

3.1.15 Identify the following principles of selective enforcement:

- A. Directed to specific violations or circumstances.
- B. Based upon geographical considerations.

3.1.16 Identify the following basic methods and considerations for conducting surveillance of individuals and/or locations:

- A. Methods:
 - 1. Informal.
 - 2. Formal (including use of surveillance equipment).
- B. Considerations:
 - 1. Officer safety.
 - 2. Communications between officers.

3.1.17 Identify the following reactions that a field officer should exhibit when encountering a plain-clothes officer in the field:

- A. Display no reaction unless and until presence is acknowledged by the plain-clothes officer.
- B. In the absence of acknowledgment, react as you would to any other citizen.

3.1.18 Identify proper procedures for conducting business and residential checks.

- 3.1.19 Identify the behavioral characteristics of dangerous or injured animals, including:
- A. Rabid animals.
 - B. Wounded animals.
 - C. Particularly dangerous animals that are likely to be encountered.
- 3.1.20 Identify the following hazards of, and methods to avoid, “silhouetting” while performing field tasks:
- A. Hazards of “silhouetting”:
 - 1. Provides suspects with officer’s exact location.
 - 2. Makes officer an easy target.
 - B. Methods to avoid “silhouetting”:
 - 1. Position patrol vehicle away from street lights and other sources of back lighting.
 - 2. Hold flashlight so it will NOT illuminate yourself or other officers.
 - 3. Avoid standing in doorways, hallways or in front of windows.
- 3.1.21 Identify the following patrol techniques for minimizing the possibility of an officer entering into an ambush “set up”:
- A. Assess the call; identify suspicious circumstances and geographic considerations.
 - B. Vary patrol patterns.
- 3.1.22 Given a written, verbal or visual description depicting a sniper fire situation while on foot, identify the following officer safety and tactical steps to be immediately undertaken:
- A. Take cover.
 - B. Call for assistance.
 - C. Warn bystanders.
 - D. Locate the suspect.
 - E. Assess the situation.
- 3.1.23 Given written, verbal or visual descriptions, identify appropriate actions with respect to the following prisoner transportation situations and procedures:
- A. Situations:
 - 1. Transporting adult males and/or females.
 - 2. Transporting injured or sick prisoners.
 - 3. Transporting juveniles.
 - 4. Transporting violent, combative or hostile prisoners.
 - B. Procedures:
 - 1. Searching the prisoner seating area before and after transporting.
 - 2. Proper positioning of officer(s).
 - 3. Maintaining close observation of the prisoner(s).
 - 4. Using seat belts.

5. Using prisoner restraining devices.
 6. Maintaining security of the prisoner in the vehicle.
 7. Proper loading and unloading of prisoners.
- 3.1.24 Identify the following as factors to consider when examining abandoned vehicles:
- A. Protection of evidence and fingerprints.
 - B. Seizure of contraband.
 - C. Precautions for explosive devices.
- 3.1.25 Given a simulated situation, conduct a safe and effective vehicle search.
- 3.1.26 Identify the following situations that warrant the assistance of a helicopter and sources for obtaining helicopter assistance:
- A. Situations:
 1. Lost person searches.
 2. Vehicle pursuits.
 3. Situations requiring area illumination.
 4. Escapes.
 5. Medical emergencies.
 - B. Sources:
 1. Other police/sheriffs' departments.
 2. Federal agencies (border patrol, customs, DEA, etc.).
 3. State agencies (e.g., DPS).
 4. Military.
 5. Tribal law enforcement (Indian reservation).
- 3.1.27 Identify the following considerations for setting up a helicopter landing zone:
- A. Minimum area required.
 - B. Officer foot approach to landed helicopter.
 - C. Wind factors.
 - D. Building structures.
 - E. Traffic patterns.
 - F. Power lines.
 - G. Illumination.
 - H. Crowd control.
- 3.1.28 Identify the following procedures for properly approaching a helicopter:
- A. Approach from front.
 - B. With approval of pilot.
 - C. Only if necessary.

- 3.1.29 Identify the following capabilities of dog units:
- A. Drug detection.
 - B. Tracking suspects.
 - C. Crowd control.
 - D. Locating dead bodies.
 - E. Building searches.

3.2 Patrol Procedures – Patrol and Observation Part II

LEARNING ACTIVITIES:

The trainee will receive instruction and participate in an instructor-led discussion regarding officer safety, tactical considerations and appropriate actions consistent with departmental policy on off-duty law enforcement response. Such instruction will address:

- 3.2.1 The importance of departmental policy on off-duty response.
- 3.2.2 The nature and types of common off-duty encounters including:
- A. Directly involved encounter.
 - B. Directly observed encounter.
 - C. Citizen report of criminal activity to an off-duty officer.
 - D. Officer/citizen confrontation.
- 3.2.3 Off-duty tactical considerations including:
- A. Being “made” or identified as a peace officer.
 - B. The availability of equipment and assistance.
 - 1. Less lethal options.
 - 2. Restraint devices.
 - 3. Communications.
 - 4. Training and planning for the off-duty encounter.
 - C. Family safety and preparedness.
 - D. Identifying yourself as a peace officer:
 - 1. To suspects.
 - 2. To witnesses.
 - 3. To responding law enforcement officers.
 - E. Victim/witness mentality vs. officer mentality.
- 3.2.4 Accountability – even when off duty.

3.3 Domestic Violence

An examination of the considerations and factors related to understanding domestic violence and procedures for responding effectively and managing crisis situations. This will include applicable law, specific authority granted to law enforcement agencies, services for victims and the purpose and processes of court orders.

PERFORMANCE OBJECTIVES:

- 3.3.1 Identify the significance of the following factors to consider when responding to domestic violence incidents:
- A. Frequency of occurrence/escalating nature and lethality.
 - B. Impact on victims, children and batterer.
 - C. Cycle of violence.
 - D. Dynamics of the victim and batterer.
 - E. Learned behavior.
 - F. Cultural awareness and influences.
 - G. Effectiveness and impact of law enforcement intervention.
 - H. The need for special interviewing skills.
 - I. Myths.
 - J. Victim safety.
 - K. Specific investigative techniques.
- 3.3.2 Given a simulated domestic violence crime, identify the responding officer's authority and responsibility per A.R.S. §13-3601 to take appropriate action including:
- A. Arrest.
 - B. Documentation.
 - C. Provision of assistance to victims.
 - D. Seizure of firearms.
- 3.3.3 Identify the following as the services most commonly provided by resource agencies to victims of domestic violence:
- A. Community services.
 - B. Information/education about domestic violence.
 - C. Orders of protection.
 - D. Domestic violence shelter services.
- 3.3.4 Identify the process and purpose for the issuance of the following:
- A. Order of protection – A.R.S. §13-3602.
 - B. Emergency order of protection – A.R.S. §13-3624.
 - C. Injunction against harassment – A.R.S. §12-1809.

- 3.3.5 Identify a peace officer's responsibility and enforcement authority regarding the following court orders per A.R.S. §13-2810(A)(2) "interfering with judicial proceedings":
- A. Injunction against harassment.
 - B. Order of protection.
- 3.3.6 Identify the following advantages of separating parties to a family dispute:
- A. Provides independent statements from involved parties.
 - B. Prevents involved parties from attacking each other.
 - C. Allows the officer to compare each of the involved party's statements.
 - D. Increases officer safety.
 - E. Decreases abuser's attempt to intimidate the victim.
- 3.3.7 Identify what constitutes domestic violence per A.R.S. §13-3601.
- 3.3.8 Identify ways an officer can intervene when responding to a domestic situation where probable cause does not exist:
- A. Act as a referee for a peace disturbance and de-escalate the situation.
 - B. Ask the individual(s) to leave.
 - C. Write the appropriate report with written statements.
 - D. Make the appropriate referrals and provide involved parties with resource information.
- 3.3.9 Identify federal laws and their impact on domestic violence:
- A. Full faith and credit.
 - B. Lautenberg.
- 3.3.10 Given a simulation involving a domestic violence situation, ***demonstrate*** a tactically sound and officer safe approach, entry and resolution including the proper use of contact and cover.

3.4 Mental Illness

A description of the observable symptoms in common types of mental illness and associated criminal behavior. Proper techniques for handling and transporting the mentally disturbed and the legal procedures for both emergency and routine cases are addressed.

PERFORMANCE OBJECTIVES:

- 3.4.1 Given a simulated threatened suicide call, ***demonstrate*** techniques for effectively handling the call including:
- A. Officer safety considerations.
 - B. Awareness of support groups and services.
 - C. Communication.
 - D. Conducting a background investigation.
 - E. Securing the scene.
- 3.4.2 Identify the following officer safety techniques to be considered when handling mentally disturbed or irrational persons:
- A. Ignore verbal abuse.
 - B. Avoid excitement.
 - C. Contact and cover.
 - D. Use adequate and reasonable restraining force.
 - E. Maintain alertness.
- 3.4.3 Identify the appropriate referral agency for the following situations:
- A. Public health violations.
 - B. Substance abuse.
 - C. Family counseling and child guidance.
 - D. Victim/witness services.
 - E. Social services/mental health.
- 3.4.4 Identify the following with respect to detaining the mentally ill:
- A. Legal basis – A.R.S. §§36-524 and 36-525.
 - B. Notification procedures/requirements.
 - C. Procedures for serving a court order.
 - D. Procedures for restraining and transporting.
 - E. Where to transport.

- 3.4.5 Identify the following verbal and non-verbal behaviors that are indicative of persons who are emotionally unstable and/or potentially hostile:
- A. Emotionally unstable:
 - 1. Unresponsiveness.
 - 2. Unprovoked violence.
 - 3. Disjointed conversation.
 - 4. Delusional or has hallucinations.
 - 5. Hears voices.
 - 6. Talks to self.
 - 7. Pacing or walking in circles.

 - B. Potentially hostile:
 - 1. Red, flushed face.
 - 2. Loud voice.
 - 3. Hyperventilation.
 - 4. Anger.
 - 5. Shaking, twitching hands.
 - 6. Items 1-6 on 3.4.5.A can also be potentially hostile actions on the part of the individual.

3.5 Crimes in Progress

An examination of the procedures and techniques for handling crimes in progress. Emphasis is given to the use of safety precautions for both the officer and the innocent bystander. Specific techniques for selecting response routes, cover and concealment, search procedures and other areas are covered.

PERFORMANCE OBJECTIVES:

- 3.5.1 Identify the following tactical responsibilities of the primary unit responding to a crime in progress:
- A. Preparing for “stress response.”
 - B. Knowledge of assigned area.
 - C. Appropriate response methods.
 - D. Formulation of a flexible plan.
 - E. Communication with other responding units.
 - F. Coordination of resources.
 - G. Officer safety.
- 3.5.2 Identify the following responsibilities of a back-up officer when responding to an officer request for assistance:

- A. Nature of incident.
- B. Where to respond.
- C. Hazards involved (e.g., weapons).
- D. Number of people involved (suspects and victims).
- E. Contact – cover responsibilities.

3.5.3 Identify the following criteria an officer should use to base the selection of a route and method of response to a crime-in-progress:

- A. Distance to location of crime.
- B. Consider possible escape routes.
- C. Traffic situation.
- D. Time of day.
- E. Condition of route.
- F. Approach that allows tactical advantage.
- G. Severity of situation.

3.5.4 Identify the following tactics and officer safety considerations for securing the scene of a crime-in-progress:

- A. Coordinate routing and positioning with other responding units.
- B. Contain the scene.
- C. Determine what type of crime has been committed.
- D. Control the crime scene.
- E. Apprehend suspect(s).

- F. Communicate appropriate vital information (ATL – Attempt to Locate).
- G. Request appropriate resources (medical, investigation, identification, etc.).

3.5.5 Identify tactics and officer safety considerations for responding to the following types of alarms:

- A. Silent.
- B. Audible.

3.5.6 Given a written, verbal or visual description of a building search, identify appropriate actions consistent with the following tactics and officer safety considerations:

- A. Establish a perimeter and plan the search.
- B. Search outside of the building for point of entry.
- C. Consider resources (air unit, canine, perimeter officers, etc.).
- D. Attempt to contact the owner for a key and information about the building.
- E. Inform other units before entering the building.
- F. When searching a building at night, decide on appropriate use of lights.
- G. Search with at least two (2) officers, one (1) supplying cover.
- H. Use only one (1) entrance (single entry point).
- I. Check behind all doors and search any area large enough to conceal a suspect.
- J. Search a multi-story building one (1) floor at a time.
- K. Do not abandon a search until all areas have been searched for additional suspects.
- L. Use appropriate building entry tactics.
- M. Use appropriate building entry techniques.

- N. Use appropriate building search tactics.
- O. Use a systematic search method.
- P. Use appropriate suspect contact tactics.

3.5.7 Given a written, verbal or visual description of an outdoor area search, identify appropriate actions consistent with the following tactics and officer safety considerations:

- A. Consider the type of incident.
- B. Estimate the size of the area to be searched.
- C. Consider available, additional resources and assistance.
- D. Establish a plan for deployment.
- E. Establish a perimeter, if feasible.
- F. Develop a flexible search plan.
- G. Identify a time element.
- H. Identify tracks, direction and mode of travel.
- I. Communicate appropriate vital information.

3.5.8 Given a written, verbal or visual description of a suspicious person, vehicle or activity call, identify appropriate actions consistent with the following tactics and officer safety considerations:

- A. Use a quick, silent approach.
- B. Upon arrival, first, observe activity from a position of safety.
- C. Coordinate responding units and contain the area.
- D. Develop a flexible plan due to the possibility of a variety of crimes.
- E. Consider available resources (K-9, air unit, additional officers, etc.).
- F. Contact the reporting party to verify the complaint and obtain additional information.
- G. Confront from cover.
- H. Determine if a crime has been committed.
- I. Stay alert for signs of danger.
- J. Keep a position of advantage.
- K. Never let your guard down.

3.5.9 Given a written, verbal or visual description of a burglary-in-progress call, identify appropriate actions consistent with the following tactics and officer safety considerations:

- A. Determine approach method, generally a quick, silent approach.
- B. Develop a flexible plan.
- C. Consider available resources (K-9, air unit, additional officers, etc.).
- D. Contain the scene and determine the perimeter type.
- E. Decide when and how to search the immediate area/building.
- F. Apprehend the suspect(s), remember one (1) plus theory.
- G. Secure the scene.
- H. Protect evidence.
- I. Identify witnesses.
- J. Communicate appropriate vital information.
- K. Look for suspicious persons or vehicles in the area.

- 3.5.10 Given a written, verbal or visual description of a response to an armed confrontation, identify appropriate actions consistent with the following tactics: Use of cover and concealment and officer safety considerations.
- A. Watch for suspicious people, activities and vehicles.
 - B. Know the dynamics of an armed confrontation.
 - C. Properly evaluate the risk.
 - D. Approach using cover.
 - E. Have a crisis rehearsal plan.
 - F. Know appropriate survival skills.
 - G. Scrutinize area from cover.
 - H. Encounter suspects from cover.
 - I. Maintain good cover.
- 3.5.11 Given a written, verbal or visual description of a robbery-in-progress call, identify appropriate actions consistent with the following tactics and officer safety considerations:
- A. Determine an approach method, generally a quick, silent approach.
 - B. Coordinate with responding units.
 - C. Determine what type of robbery has occurred.
 - D. Determine mode of flight (by foot, car, bike, etc.).
 - E. Attempt to intercept fleeing suspects along common or easily-accessible escape routes.
 - F. Park out of view and approach the scene (walk) using good cover.
 - G. Consider available resources (K-9, air unit, additional officers, etc.).
 - H. Contain the scene (determine perimeter type) generally invisible.
 - I. Do not enter the building while the suspect is inside.
 - J. Bring victim/reporting party to officer's position.
 - K. Communicate appropriate vital information.
 - L. Apprehend the suspect(s) and watch for additional suspect(s) – remember one (1) plus theory.
 - M. Secure the scene and protect evidence.
 - N. Look for suspicious persons or vehicles in the area.
- 3.5.12 Given a written, verbal or visual description of a hostage or a barricade situation, identify appropriate actions consistent with the following tactics and officer safety considerations:
- A. Approach calmly and quietly using cover and concealment.
 - B. Determine the validity of the call.
 - C. Contain the scene; set up inner and outer perimeters.
 - D. Establish a command post and coordinate arriving units.
 - E. Consider available resources.
 - F. Request appropriate assistance (SWAT, negotiator, etc.).
 - G. Begin gathering intelligence information on location, suspect(s) and victim(s).
 - H. Follow department policy regarding communication with the suspect; do not make any promises or agreements with the suspect or hostage-taker, but assert that others in route have negotiating authority.
 - I. Non-negotiable items (weapons, drugs and alcohol).

3.6 Crowd Control formations and Tactics

A description of the fundamental techniques for controlling hostile and non-hostile crowds. The proper methods and safeguards for employing chemical agents and decontamination methods are emphasized.

PERFORMANCE OBJECTIVES:

- 3.6.1 Identify the following basic crowd control formations:
- A. Line skirmish.
 - B. Wedge.
 - C. Diagonal.
 - D. Column.
- 3.6.2 Identify the following principles of riot control:
- A. Containment.
 - B. Isolation.
 - C. Dispersal.
- 3.6.3 Identify the following procedures for controlling a potentially dangerous crowd:
- A. Remove or isolate individuals who are involved in the incident.
 - B. Break the crowd into small isolated groups.
 - C. Remove the crowd leader.
 - D. Divert attention of the crowd.
- 3.6.4 Identify the following methods for dealing with a non-hostile crowd:
- A. Establish rapport with crowd leaders.
 - B. Tell the crowd to move along.
 - C. Be polite, but firm.
 - D. Be impartial.
 - E. Do not push or shove the crowd.
- 3.6.5 Identify the following steps that should be taken as the first responder to a potentially dangerous crowd:
- A. Move to a safe position.
 - B. Request backup.
 - C. Watch the crowd's actions.
 - D. Report the size and age of crowd and any weapons present.

- 3.6.6 Identify the properties, means of self-protection and proper methods for deploying the following chemical agents:
- A. CS.
 - B. CN.
 - C. Smoke.
 - D. Pepper fogger (capstun).
- 3.6.7 Identify appropriate procedures for treating chemical agent exposure to the following:
- A. Eyes.
 - B. Skin.
 - C. Clothing.
 - D. Children.
 - E. People with heart problems.

3.7 Bomb Threats and Disaster Training

An outline of the officer's responsibilities and duties during a bomb threat or disaster. Procedures for identifying potential explosive devices, instituting safety precautions and securing the area are discussed. Problems facing an officer that commonly arise in the event of local and area-wide disasters are addressed.

PERFORMANCE OBJECTIVES:

- 3.7.1 Identify the following as procedures to be followed at the scene of a suspected explosive device:
- A. Avoid touching/handling the device.
 - B. Move people from the scene.
 - C. Avoid use of the police radio/cell phones.
 - D. Request specialized assistance (bomb squad, fire department, etc.).
 - E. Request a supervisor to assist at the scene.
- 3.7.2 Given photos, slides or actual items of various miscellaneous objects/materials, identify the following:
- A. Safety fuse.
 - B. Detonating cord (Detcord).
 - C. Blasting cap.
 - D. Low explosive.
 - E. High explosive.

- 3.7.3 Identify the following initial responsibilities of the first responder to the scene of an air crash, bomb threat, major vehicle accident or disaster scene:
- A. Provide for emergency medical aid, if needed.
 - B. Establish a security perimeter and command post.
 - C. Request needed equipment and assistance.
 - D. Identify and admit authorized personnel.
 - E. Request assistance of a supervisor.
 - F. Maintain communication with a radio for information updates.
 - G. The student will be able to describe the roles and missions of first responders in the WMD response environment as well as determine appropriate self protective measures that must be employed to minimize further damage and injury to all responders.
 - 1. Military Warfare Agents.
 - 2. Toxic Industrial Chemicals (TIC)
 - 3. Radiological.
 - 4. Personal Protection Equipment.
 - 5. Vehicle Borne Improvised Explosive Device (VBIED).

3.8 Intoxication Cases

An examination of the indicators of alcohol intoxication as well as alcohol intoxication-like symptoms that may mask certain medical conditions.

PERFORMANCE OBJECTIVES:

- 3.8.1 Identify the following indicators of alcohol intoxication:
- A. Slurred/altered speech.
 - B. Poor coordination.
 - C. Lack of concentration.
 - D. General disorientation.
 - E. Altered breathing.
 - F. Bloodshot/"glassy" eyes.
 - G. Tremors.
 - H. Nausea/vomiting.
 - I. Facial complexion/color.
 - J. Unconsciousness.
 - K. Slow reaction time.
 - L. Impaired vision.
- 3.8.2 Identify the alcohol intoxication-like symptoms associated with each of the following medical conditions:
- A. Epilepsy.
 - B. Diabetic shock.
 - C. Diabetic coma.
 - D. Mental illness.
 - E. Stroke.

3.9 Communication and Police Information Systems

A description of the proper techniques for the use of the police radio with emphasis given to the types of information that should be broadcast from a crime scene. A description of how to obtain and use investigative information from police records systems is explained. Modern technology in police data processing and information available through the use of local, state and national records systems are included. The use of the Arizona Criminal Identification Section and the National Crime Information Center are emphasized.

PERFORMANCE OBJECTIVES:

- 3.9.1 Identify the following procedures and techniques for transmitting and receiving information over the police radio:
 - A. Brief and concise transmissions.
 - B. Proper use of phonetic alphabet.
 - C. Proper use of common radio codes.
 - D. Acknowledging receipt of messages.
 - E. Ensuring message acknowledgment.
 - F. Legal requirements and compliance with applicable FCC rules and regulations governing radio operators.
 - G. Distinguishing routine from emergency transmissions and avoiding routine transmissions during emergencies.

- 3.9.2 Identify the following as information that should be included in the crime broadcast from a crime scene involving one (1) or more suspects:
 - A. Type of incident and location.
 - B. Nature and description of suspect(s).
 - C. Weapons used, if any.
 - D. Description of loss, if any.
 - E. Direction of suspect's flight.
 - F. Description of suspect's mode of transportation

- 3.9.3 Identify the following items of information that should be included when reporting descriptions of persons over the police radio:
 - A. Gender/Race
 - B. Estimated age.
 - C. Estimated height/weight.
 - D. Color and type of clothing.
 - E. Color of hair/eyes/skin.

- 3.9.4 Identify that radio code 999 should be used only when an officer needs emergency assistance.

- 3.9.5 Identify the information contained in the following law enforcement information systems and the procedures and restrictions with respect to accessing each system:
- A. Arizona Law Enforcement Telecommunication System (ALETs).
 - B. Arizona Crime Information Center (ACIC).
 - C. Arizona Computerized Criminal Histories (ACCH).
 - D. Law Enforcement Judicial Information System (LEJIS).
 - E. National Crime Information Center (NCIC).
 - F. National Law Enforcement Telecommunication System (NLETs).
 - G. Offender-Based State Correction Information System (OBSCIS).
 - H. Motor Vehicle Department (MVD) system.

3.10 Hazardous Materials

An outline of the officer's role at a hazardous materials incident, techniques to identify different hazardous materials and to assist with resources at an incident are described.

PERFORMANCE OBJECTIVES:

- 3.10.1 Identify the risks and potential outcomes associated with the following hazardous materials:
- A. Explosives (U.S. D.O.T. – Hazard Classification System 1.1 through 1.6).
 - B. Gases (flammable and non-flammable).
 - C. Flammable and combustible liquids.
 - D. Flammable solids.
 - E. Oxidizers and organic peroxides.
 - F. Poisons.
 - G. Corrosives.
 - H. Radioactives.
 - I. Flammable solids – dangerous when wet.
- 3.10.2 Identify the following sources of specialized assistance in hazardous materials situations:
- A. AZ DPS HazMat.
 - B. Local fire departments.
 - C. Department of Environmental Quality.
- 3.10.3 Identify the following special considerations when handling emergency incidents involving military equipment:
- A. Military authorities are in charge.
 - B. There may be hazardous materials/weapons present.
 - C. Police cannot authorize news media to enter.

- 3.10.4 Identify the following National Fire Protection Agency (NFPA) system categories for identifying hazards at fixed sites:
- A. Blue – health.
 - B. Red – flammability.
 - C. Yellow – reactivity.
 - D. White – special information.
- 3.10.5 Identify the following as the definition of hazardous material: “Any substance that leaks from its container when something goes wrong and it hurts or harms the things it touches or impinges upon.”
- 3.10.6 Identify the following methods for identifying the presence of hazardous materials:
- A. Placards/labels (sizes, shapes, colors, etc.).
 - B. Bills of lading.
 - C. Shapes and construction of containers.
 - D. Markings.
 - E. Presence of any suspicious, unidentified product.
- 3.10.7 Identify the meaning of the colors and symbols associated with the following:
- A. Explosives (U.S. D.O.T. Hazard Classification System 1.1 through 1.6).
 - B. Gases (flammable and non-flammable).
 - C. Flammable and combustible liquids.
 - D. Flammable solids.
 - E. Oxidizers and organic peroxides.
 - F. Poisons.
 - G. Corrosives.
 - H. Radioactives.
 - I. Flammable solids – dangerous when wet.
- 3.10.8 Identify a peace officer’s role as a “first responder awareness individual” (per 29 CFR parts 1910.120 and the D.O.T. Emergency Response Guidebook) to include:
- A. Detect the presence of hazardous materials.
 - B. Establish Incident Command System (ICS).
 - C. Begin identification.
 - D. Determine the need for/extent of evacuation.
 - E. Protect personnel/reduce contamination.
 - F. Isolate incident/identify zones of activity.
 - G. Contain incident, if possible, from an isolated position without risk of exposure.
 - H. Seek additional appropriate resources.

3.11 Bias-Motivated Crimes

An outline for patrol officers in responding to bias-motivated criminal offenses including techniques for identifying, investigating and reporting bias-motivated crimes.

PERFORMANCE OBJECTIVES:

- 3.11.1 Identify the definition of bias-motivated crimes.
- 3.11.2 Identify the definitions of the following terms:
 - A. Prejudice.
 - B. Racial bias.
 - C. Religious bias.
 - D. Sexual orientation bias.
 - E. Ethnicity/national origin bias.
 - F. Gender bias.
 - G. Disability bias.
- 3.11.3 Identify the proper steps in investigating and reporting a bias-motivated crime.
- 3.11.4 Identify the requirements of A.R.S. §41-1750(D) and (F) with regard to the reporting of bias-motivated crimes.
- 3.11.5 Identify the following as consequences of bias-motivated crimes:
 - A. Individual victims are denied their constitutional right and may suffer loss of property, injury or even death.
 - B. The psychological and emotional trauma to the victim may far exceed that which would be experienced if the crime were not bias motivated.
 - C. Targeted groups become fearful, angry, alienated and may retaliate.
 - D. The community may become divided, further increasing the potential for violence.
- 3.11.6 Identify the following as possible indicators of bias-motivated crime:
 - A. A pattern of criminal activity against a particular group.
 - B. Racial/ethnic/religious/sexual orientation/gender/disability slurs.
 - C. Hate group symbols.

3.12 Fires

An outline of the officer's responsibilities at the scene of various types of fires including proper extinguishing techniques and the hazards involved. Officer and civilian safety is emphasized.

PERFORMANCE OBJECTIVES:

- 3.12.1 Identify the following indicators that a burning building is too unsafe to enter:
- A. Placards, signs or other indicators of the presence of toxic or explosive materials.
 - B. Puffing smoke, rattling windows, heat transfer or other indicators that the building is charged with heat and smoke.
 - C. Minor explosions and the sounds of escaping gas.
 - D. Structure integrity.
 - E. Fire department tells you not to go in.
- 3.12.2 Identify the following four (4) major classes of fire and the special hazards associated with each:
- A. Class A – ordinary combustibles.
 - B. Class B – flammable liquids.
 - C. Class C – electrical.
 - D. Class D – combustible metals.
- 3.12.3 Identify the following principles for conducting a safe and effective search of a burning structure:
- A. Stay close to the floor.
 - B. Leave windows closed as you go.
 - C. Remain calm and work at a deliberate pace.
 - D. Always work in pairs.
- 3.12.4 Identify the following with regard to extinguishing a vehicle engine fire:
- A. Proper method of extinguishing.
 - B. Liabilities associated with the actual extinguishing.
- 3.12.5 Identify the following potential hazards associated with entering a burning structure:
- A. Smoke inhalation.
 - B. Exposure to toxic fumes.
 - C. Presence of explosive materials.
 - D. Structural integrity.
 - E. Burns, puncture wounds.
 - F. Opening windows fuels the fire.

- 3.12.6 Identify the following as factors to be considered when securing a fire scene:
- A. Access by fire vehicles/ambulances.
 - B. Access to fire hydrants including placement of hoses across roadways.
 - C. Potential for explosions.
 - D. Spread of toxic vapors (i.e., wind direction).
 - E. Need to redirect traffic for extended periods of time.
 - F. Potential structure collapse.
 - G. Live utilities (e.g., electrical, natural gas, etc.).
- 3.12.7 Identify the following as factors that should be noted upon arrival at the scene of potential arson:
- A. Any suspicious person or vehicle in the area.
 - B. Volume and color of smoke.
 - C. Distinctive fumes.
 - D. Environmental conditions.

3.13 Civil Disputes

An outline of the techniques and procedures for handling civil disputes is presented. Differences between civil and domestic disputes are stressed, applicable laws are described and the specific authority granted to law enforcement agencies is emphasized.

PERFORMANCE OBJECTIVES:

- 3.13.1 Identify the following provisions of the A.R.S. pertaining to landlord-tenant disputes:
- A. Apartment keeper's lien (Title 33).
 - B. Eviction notices (Title 33).
 - C. Notice to terminate lease or rental agreement (Title 33).
 - D. Innkeeper/guest dispute (A.R.S. §§13-1504, 13-1602, 13-1802; A.R.S. §§33-951 and 33-952).
- 3.13.2 Identify the following basic responsibilities of a peace officer at the scene of a civil dispute (other than domestic violence):
- A. Keep the peace.
 - B. Determine if a crime has been committed.
 - C. Provide safety to individuals and property.
 - D. Attempt to referee or resolve the problem.
 - E. Be tactful.
 - F. Retain reasoning powers.

FUNCTIONAL AREA IV – TRAFFIC CONTROL

4.1 Impaired Driver Cases

A description of the effects of alcohol and drugs on drivers and techniques for obtaining evidence for successful prosecution. Scientific tests, standardized field sobriety tests and accurate reporting are emphasized. Driving while intoxicated, implied consent and administrative per se suspension cases are discussed.

PERFORMANCE OBJECTIVES:

- 4.1.1 Identify the elements of “driving or in actual physical control while under the influence of intoxicating liquor or drugs” per A.R.S. §28-1381(A) .
- 4.1.2 Identify that impairment under A.R.S. §28-1381(A)(1) means “the person’s ability to operate a motor vehicle is impaired to the slightest degree.”
- 4.1.3 Identify the presumptions associated with different blood alcohol levels per A.R.S. §28-1381(G).
- 4.1.4 Identify driving behaviors commonly exhibited by persons who are under the influence of alcohol or other drugs.
- 4.1.5 Identify violations with respect to the consumption of alcoholic beverages in a motor vehicle per A.R.S. §4-244.33 and A.R.S. §4-251(A)(1) and (2).
- 4.1.6 Identify behaviors and physical characteristics commonly exhibited by persons under the influence of alcohol or other drugs:
 - A. Slurred/altered speech.
 - B. Poor coordination.
 - C. Lack of concentration.
 - D. General disorientation.
 - E. Altered breathing.
 - F. Bloodshot/glassy eyes.
 - G. Tremors.
 - H. Nausea/vomiting.
 - I. Facial complexion/color.
 - J. Unconsciousness.
 - K. Slow reaction time.
 - L. Impaired vision.

- 4.1.7 Identify the following non-alcohol or drug-related factors that may affect an individual's ability to operate a motor vehicle:
- A. Age.
 - B. Emotional status.
 - C. Mental status.
 - D. Physical status.
- 4.1.8 **Demonstrate** the ability to conduct the following field sobriety tests:
- A. Walk and turn.
 - B. One (1)-leg stand.
 - C. Romberg-modified.
 - D. Finger to nose.
 - E. Finger count.
- 4.1.9 Identify indicators of impairment for each of the following field sobriety tests:
- A. Walk and turn.
 - B. One (1)-leg stand.
 - C. Romberg-modified.
 - D. Finger to nose.
 - E. Finger count.
- 4.1.10 Given a simulated situation and/or a written, verbal or visual description of a possible DUI violation, explain why probable cause to make an arrest does or does not exist.
- 4.1.11 Identify the obligations of the arrested person and the arresting officer under the "implied consent to test" provision of A.R.S. §28-1321.
- 4.1.12 Identify the testing options available under A.R.S. §28-1321 for purposes of determining the presence of alcohol or other drugs.
- 4.1.13 Identify the circumstances under which an officer may lawfully obtain a blood sample per A.R.S. §28-1388(E).
- 4.1.14 Identify the requirement to suspend the license of a driver whose blood alcohol is at, or above, .08 and the arresting officer's responsibilities with regard to suspending the driver's license, per A.R.S. §28-1385.
- 4.1.15 Describe how a person arrested for DUI shall be informed of his/her right to obtain an independent blood alcohol test per A.R.S. §28-1388(C) and case law.
- 4.1.16 Given a simulated situation in which an individual is driving under the influence of alcohol, **demonstrate** the proper techniques for approaching the vehicle, interviewing the driver, administering field sobriety tests, arresting the driver and maintaining officer safety.
- 4.1.17 Given a simulated situation and/or a written, verbal or visual description of a DUI arrest, **complete** the arrest report and any additional, relevant paperwork.

4.2 Traffic Citations

A discussion of the proper attitude and techniques essential in dealing effectively with traffic violators. The legal basis of the Uniform Traffic Citation and the differences between a misdemeanor, petty offense and civil traffic violation are discussed. Specific techniques for stopping and approaching suspects in vehicles are covered and the mechanics of completing the citation form are demonstrated.

PERFORMANCE OBJECTIVES:

- 4.2.1 Given a simulation, ***demonstrate*** the proper procedures for conducting a traffic violation stop, including:
- A. Techniques for gaining driver's attention (e.g., red light, horn, headlights, spotlight, siren, etc.).
 - B. Selecting tactical location for vehicle stop (minimize traffic hazards, escape routes and population).
 - C. Vehicle positioning.
 - D. Exiting vehicle.
 - E. Approach to violator's vehicle.
 - F. Control of occupants in the vehicle.
 - G. Records checks.
 - H. Contact with driver.
 - I. Communications with dispatch.
 - J. Avoidance of traffic hazards.
 - K. Termination of a stop.
- 4.2.2 Given a written, verbal or visual description of an individual providing driver identification during a traffic stop, determine the acceptability of the following forms of driver identification:
- A. Arizona State driver's license.
 - B. Out-of-state driver's license.
 - C. Temporary driver's license.
 - D. Learner's driving permit.
 - E. Military ID.
 - F. Consulate/International driver's license.
- 4.2.3 Identify the following hazards to an officer when approaching, on foot, a vehicle stopped for a traffic violation:
- A. Attack by the occupant(s) of the vehicle.
 - B. Being struck by passing traffic.
 - C. Interference by outside parties.

- 4.2.4 Identify the proper procedures for safely stopping, approaching and contacting the occupant(s) of a vehicle at night, to include:
- A. Proper position relative to both the vehicle's occupant(s) and passing traffic.
 - B. Use of spotlight, flashlight, headlights, etc.
 - C. Approach (avoid silhouetting).
 - D. Termination of stop.
- 4.2.5 Given a written, verbal or visual description of a situation involving the stopping of an "unconventional" vehicle, identify proper tactics for safely stopping, approaching and/or removing suspects from the vehicle (e.g., motorcycles, campers, vans, semi-trucks and motor homes).
- 4.2.6 Identify the following hazards of failing to closely watch the movements of the occupants in a vehicle before and during the vehicle stop:
- A. Attack by the occupant(s).
 - B. Destruction or concealment of evidence.
 - C. Escape of the occupant(s).
- 4.2.7 Identify the following reasons for recording the license number, vehicle description and number of occupants before making a vehicle stop:
- A. Officer safety.
 - B. Follow-up investigation.
 - C. To establish a record of the encounter.
- 4.2.8 Identify examples of the following types of vehicle stops:
- A. Traffic enforcement stop: A stop made because an officer has "probable cause" to believe that the driver committed a traffic infraction.
 - B. Investigative stop: A stop made because an officer has "reasonable suspicion" to believe that one (1) or more of the vehicle's occupants has or have engaged in, or are about to engage in, criminal activity.
 - C. High-risk stop: A stop in which the officer has reason to believe that one (1) or more of the occupants of the car may be a threat to the officer.
- 4.2.9 Identify examples of the following legal considerations for stopping a suspicious vehicle:
- A. Reasonable suspicion.
 - B. Search and seizure laws.
 - C. Laws of arrest.
 - D. Constitutional law.

- 4.2.10 Identify the following procedures that should be followed when interacting with a traffic violator:
- A. Upon initial contact:
 - 1. Greet the violator.
 - 2. Identify self as a law enforcement officer.
 - 3. Obtain the violator's driver's license, vehicle registration and proof of insurance.
 - 4. Inform the violator of the reason for the stop and explain the circumstances for issuance of the citation.
 - B. Maintain a position of officer safety at all times.
 - C. Do ***not*** argue with the violator.
 - D. Do ***not*** accept the violator's wallet or purse.
 - E. Be courteous and professional at all times.
 - F. Check both the validity and authenticity of the violator's driver's license.
 - G. Advise the violator of court procedures and alternatives with respect to issued citations.
 - H. Explain to the violator that by signing the citation he/she is ***not*** admitting guilt, but simply acknowledging receipt of the citation in the case of a civil violation and promising to appear in the case of a criminal violation.
- 4.2.11 Identify that there are situations in which issuance of a traffic citation is ***not*** in the best public interest.
- 4.2.12 Identify the legal authority for issuance of a traffic citation per A.R.S. §28-1594 & 13-3883.
- 4.2.13 Identify the procedural differences with respect to handling criminal and civil traffic offenses.
- 4.2.14 Identify the notice requirements for citing a violator into court per A.R.S. §28-1592.
- 4.2.15 Identify examples of situations where a person arrested for a traffic violation must be immediately taken before a magistrate per A.R.S. §13-3898.
- 4.2.16 Identify that the violator is issued a legible copy of a traffic citation.
- 4.2.17 Given a simulation requiring the issuance of a traffic citation form, properly, legibly and quickly ***complete*** the form.

4.3 Traffic Collision Investigation

A delineation of the proper procedures for traffic collision investigation. Techniques for interviewing drivers and witnesses are described. The study of vehicle damage, road conditions, traffic signs and signals is emphasized. Proper methods for taking and recording evidence, measurements and photographs for the collision scene are demonstrated. Procedures for hit-and-run investigations and the mechanics of completing the collision report form are provided.

PERFORMANCE OBJECTIVES:

- 4.3.1 Identify what constitutes a reportable traffic collision and those circumstances which would require a report to be taken per A.R.S. §28-667.
- 4.3.2 Identify the information required to be exchanged between drivers per A.R.S. §28-663.
- 4.3.3 Identify how potential civil liability can be reduced through proper scene management including, but not limited to, the following areas:
 - A. Arrive safely.
 - B. Provide for medical assistance.
 - C. Protect persons and property.
 - D. Securing scene evidence.
 - E. Removing conditions that may lead to additional collisions.
 - F. Clear the scene.
- 4.3.4 Identify the definitions of the following collision terms:
 - A. Accident.
 - B. Area of collision.
 - C. Centered impact.
 - D. Critical speed skid.
 - E. Drag factor (coefficient of friction).
 - F. Eccentric impact.
 - G. Gap skid.
 - H. Intersection.
 - I. Junction vs. non-junction.
 - J. Occupant movement.
 - K. Point of rest.
 - L. Reference point/permanent point.
 - M. Skip skid.
- 4.3.5 Identify proper interviewing techniques for:
 - A. Drivers.
 - B. Passengers.
 - C. Witnesses.

- 4.3.6 Identify and document evidence from vehicles, including the following:
- A. Identification.
 - B. Contact damage.
 - C. Induced damage.
 - D. Principle direction of force.
 - E. Restraint usage, physical proof vs. occupant claims.
- 4.3.7 Identify and document roadway evidence that proves direction of travel and areas of impact including the following:
- A. Skid marks
 - B. Skid deflection.
 - C. Collision scrub/scuff.
 - D. Gouge marks.
 - 1. Chips.
 - 2. Chops.
 - 3. Grooves.
 - 4. Scratch marks.
 - E. Debris.
 - 1. Vehicle parts.
 - 2. Glass.
 - 3. Liquid debris.
 - 4. Miscellaneous.
 - F. Vehicle dynamics.
- 4.3.8 ***Demonstrate*** the use of a speed Nomograph and calculate a minimum speed.
- 4.3.9 Identify correct responding and reporting procedures necessary for a “hit and run,” including fraud factors.
- 4.3.10 Identify what photographs need to be taken to document collision-related evidence including:
- A. When photographs need to be taken.
 - B. Vehicle damage.
 - C. Roadway evidence.
 - D. Victim/suspect.
 - E. Overall scene condition.
- 4.3.11 Given simulations depicting traffic collisions, ***complete*** the State collision report form correctly by using the Instruction Manual and Glossary.

4.4 Traffic Collision Investigation (Practical)

Demonstration by the student of the ability to perform basic traffic collision investigation duties under simulated field conditions.

PERFORMANCE OBJECTIVES:

- 4.4.1 Given a written or verbal description of a collision scene, ***prepare collision diagrams*** of the scene utilizing the coordinate method of location.
- 4.4.2 Given a simulated collision scene, ***prepare detailed field sketches and notes*** which include the following:
 - A. Zero point and/or PP.
 - B. Area of impact.
 - C. Final position of vehicle bodies.
 - D. Street/lane/median widths.
 - E. Length of skids.
 - F. Length of scuffs.
 - G. Follow the path of the vehicle to its stop.
- 4.4.3 Given a simulated traffic collision scene, ***demonstrate*** the ability to manage the scene and to investigate and document the collision consistent with the following:
 - A. Upon approach, survey the scene for hazards.
 - B. Position the patrol vehicle and traffic control devices.
 - C. Check for injuries, their extent and obtain or provide necessary medical assistance.
 - D. Preserve the scene when appropriate.
 - E. Restore traffic flow/establish alternate routes.
 - F. Clear the scene.
 - G. Take statements.
 - H. Collect evidence.
 - I. Prepare diagrams using a template.
 - J. Determine primary collision factors.
 - K. Prepare collision report.
 - L. Take enforcement action.

4.5 Traffic Direction

An identification and demonstration of the techniques for directing and controlling vehicular and pedestrian movements by means of hand signals. Standard hand signals and gestures designed to achieve maximum safety and efficiency for both emergency and routine traffic control are illustrated. Applicable sections of the A.R.S. relating to law enforcement authority are stressed.

PERFORMANCE OBJECTIVES:

- 4.5.1 Identify the following as considerations for directing citizens to assist in traffic control:
- A. Liability issues.
 - B. Giving simple and specific instructions.
 - C. Assessing the reliability of the citizen.
 - D. Using citizens only when absolutely necessary.
- 4.5.2 Identify examples of what constitutes “disobedience to peace officer directing or controlling motor vehicles” per A.R.S. §§28-622, 28-1595 and §13-2509.
- 4.5.3 Identify methods and precautions for channeling traffic and blocking or closing roadways, including the following:
- A. Prevent additional accidents at the scene.
 - B. Direct traffic via positioning:
 - 1. Barriers (including patrol car).
 - 2. Flares.
 - 3. Traffic cones.
- 4.5.4 Identify examples of the conditions under which an officer is authorized to remove an illegally stopped or abandoned vehicle per A.R.S. §§28-872 and 28-4834(A).
- 4.5.5 Given a simulation depicting pedestrian and vehicle traffic, ***demonstrate*** proper techniques for directing and controlling vehicular and pedestrian movements by means of standard hand signals, gestures, whistle and voice commands and the use of protective equipment.

4.6 Substantive Traffic Law (Title 28)

An analysis of the most frequently used sections of A.R.S. Title 28. The elements of each offense and its application are emphasized.

PERFORMANCE OBJECTIVES:

- 4.6.1 Identify the following definitions:
- A. A.R.S. §28-101.
 - 1. Authorized emergency vehicles.
 - 2. Bicycle.
 - 3. Bus.
 - 4. Driver.
 - 5. Golf cart.
 - 6. Implements of husbandry.
 - 7. Local authority.
 - 8. Moped.
 - 9. Motor driven cycle.
 - 10. Motor vehicle.
 - 11. Motorcycle.
 - 12. Operator.
 - 13. Pedestrian.
 - 14. Right-of-way.
 - 15. School bus.
 - 16. Semi-trailer.
 - 17. State highway.
 - 18. Trailer.
 - 19. Truck.
 - 20. Vehicle.
 - B. A.R.S. §28-601.
 - 1. Controlled access highway.
 - 2. Crosswalk.
 - 3. Intersection.
 - 4. Official traffic control device.
 - 5. Park.
 - 6. Private road or driveway.
 - 7. Roadway.
 - 8. Sidewalk.
 - 9. Stop.
 - 10. Traffic.
 - 11. Traffic control signal.
 - C. Resident defined – A.R.S. §28-2001.

- 4.6.2 Identify the provisions of the following Arizona Transportation Laws:
- A. Driver's license – A.R.S. §28-3151.
 - 1. Instruction permits – A.R.S. §§28-3154 and 28-3155.
 - 2. Endorsement requirements – A.R.S. §28-3103.
 - B. Registration – A.R.S. §§28-2153, 28-2532 and 28-2533.
 - 1. Dealer's special license plates – A.R.S. §28-4532.
 - 2. Temporary registration – A.R.S. §§28-4550 through 28-4551.
 - C. Financial responsibility – A.R.S. §§28-4132 through 28-4135.
- 4.6.3 Identify that traffic laws apply to persons riding animals or driving animal-drawn vehicles per A.R.S. §28-625.
- 4.6.4 Identify the following provisions of law with regard to the crime of altering motor vehicle serial or identification numbers:
- A. Elements of the crime – A.R.S. §§28-4593 and 28-2531.
 - B. Disposition of such vehicles – A.R.S. §28-4594.
- 4.6.5 Identify the elements of unlawful flight from a pursuing law enforcement officer.
- A. A.R.S. §28-622.
 - B. A.R.S. §28-622.01.
- 4.6.6 Identify the elements of reckless driving per A.R.S. §28-693.
- 4.6.7 Identify the elements of reporting collisions per A.R.S. §§28-661 through 28-667.
- 4.6.8 Identify the elements of equipment violations:
- A. Vehicle equipment – A.R.S. §§28-921 through 28-965.
 - B. Unsafe vehicle load – A.R.S. §28-1098.
 - C. Extended load limits – A.R.S. §§28-1096 and 28-1097.
 - D. Unsafe vehicles – A.R.S. §§28-921 and 28-981.
- 4.6.9 Identify the elements of speed restrictions per A.R.S. §§28-701 through 28-708.
- 4.6.10 Identify the elements of other violations:
- A. Traffic control signals and devices – A.R.S. §§28-643 through 28-651.
 - B. Driving on the right side of the road and overtaking/passing – A.R.S. §§28-721 through 28-737.
 - C. Turning, starting, stopping and signals – A.R.S. §§28-751 through 28-756.
 - D. Yield to emergency vehicle – A.R.S. §28-775.
 - E. Right-of-way – A.R.S. §§28-771 through 28-776.
 - F. Required stop – A.R.S. §§28-851 through 28-858.
 - G. Stopping, standing or parking – A.R.S. §§28-871, 28-873, 28-874 and 28-875.

- H. Dumping refuse, rubbish or debris on highways or airports – A.R.S. §28-7056.
 - I. Parties to a crime/traffic offense – A.R.S. §28-1551.
 - J. Throwing or dropping objects from overpass – A.R.S. §28-898 and §13-3720.
- 4.6.11 Identify the elements of pedestrian rights and duties per A.R.S. §§28-791 through 28-797.
- 4.6.12 Identify the elements of bicycle operation per A.R.S. §§28-811 through 28-817.
- 4.6.13 Identify the elements of vehicle restraints:
- A. Passenger restraints – A.R.S. §28-909(A).
 - B. Child restraints – A.R.S. §28-907.
- 4.6.14 Identify the elements of lost, stolen or abandoned vehicles – towing, storage, report and sale per A.R.S. §§28-4831 through 28-4838.
- 4.6.15 Identify the elements of stolen vehicles, report and inspecting, per A.R.S. §§28-4844 through 28-4846.

FUNCTIONAL AREA V – CRIME SCENE MANAGEMENT

5.1 Preliminary Investigation and Crime Scene Management

An outline of the principles common to all types of investigation with emphasis on the importance of the preliminary stage of an investigation. Topics covered include protecting the crime scene, identifying the crime involved, conducting a proper search, sketching the crime scene, recording and preserving notes and synthesizing information into a final report. The proper attitude of an officer, the importance of witnesses, the need for accurate data collection and the necessity of a thorough evaluation of the complaint are discussed.

PERFORMANCE OBJECTIVES:

- 5.1.1 Identify the responsibilities of the first officer at the scene of a criminal investigation to include:
- A. Aiding the injured.
 - B. Locating, identifying and interviewing witnesses, victims and suspects.
 - C. Determining if a crime has been committed.
 - D. Arresting suspects.
 - E. Protecting the crime scene/including starting an access log.
 - F. Recording conditions and events in field notes.
 - G. Completing written reports as may be required.

- 5.1.2 Identify the following as methods for locating witnesses, victims and suspects not present at crime/collision scenes:
- A. Canvassing the area.
 - B. Media broadcasts.
 - C. “Confidential witness programs” (monetary rewards for information leading to arrests).
 - D. Contacting persons who may have been in the area at the time of the incident (i.e., persons working in the area or passing through the area).
- 5.1.3 Identify the following signs for tracking persons from crime scenes:
- A. Foot/tire impressions.
 - B. Vehicle fluids.
 - C. Blood.
 - D. Scents.
 - E. Various miscellaneous materials (e.g., clothing, vehicle debris, stolen property, etc.).
- 5.1.4 Identify the definitions of the following search pattern techniques:
- A. Strip/grid.
 - B. Spiral.
 - C. Quadrant.
 - D. Point-to-point.
- 5.1.5 Identify the following reasons for denying access to a crime scene by unauthorized persons:
- A. Prevent contamination/destruction of evidence.
 - B. Prevent interference with preliminary investigation.
 - C. Protect victim’s rights and property.
- 5.1.6 Identify the following procedures for securing and protecting a crime scene:
- A. Identify the perimeter of the crime scene.
 - B. Close off the immediate area.
 - C. Prevent unnecessary movement of articles within the crime scene.
 - D. Accurately mark the locations of articles that are moved.
 - E. Keep witnesses separated until they are interviewed.
 - F. Protect evidence against “the elements.”
- 5.1.7 Identify the following uses of crime scene sketches:
- A. Supplemental notes and photographs.
 - B. Aid in reconstruction of the crime scene.
 - C. Provide basis for court exhibits.
 - D. Aid in interviewing witnesses and coordinating testimony.
 - E. Provide a permanent record of spatial relationships of items found at the crime scene.
 - F. Provide a visual description of the crime scene in which extraneous details are omitted.
- 5.1.8 Identify the role that department or criminal records may play in an investigation.

- 5.1.9 Identify the types of information contained in rap sheets and the importance of each in determining a suspect's Modus Operandi (M.O).
- 5.1.10 Identify the following alternative resources and their uses in identifying a person:
- A. Driver's license.
 - B. Fingerprint checks.
 - C. Law enforcement information systems:
 - 1. Arizona Law Enforcement Telecommunication System (ALETS).
 - 2. Arizona Crime Information Center (ACIC).
 - 3. Arizona Computerized Criminal Histories (ACCH).
 - 4. Law Enforcement Judicial Information System (LEJIS).
 - 5. National Law Enforcement Telecommunication System (NLETS).
 - 6. Offender-Based State Correction Information System (OBSCIS).
 - 7. Motor Vehicle Department (MVD) system.
 - 8. Arizona Criminal Justice Information System (ACJIS).
 - 9. National Crime Information Center (NCIC).
 - 10. National Integrated Ballistic Information Network (NIBIN).
 - 11. Combined DNA Information System (CODIS).
 - 12. Automated Fingerprint Identification System (AFIS).
- 5.1.11 Identify the types of information contained in laboratory reports and the relevance of each to investigations.

5.2 Crime Scene Investigation (Practical)

Demonstration by the student of the ability to perform basic crime scene investigation duties under simulated field conditions.

PERFORMANCE OBJECTIVES:

- 5.2.1 Given a simulated crime scene, ***demonstrate*** the ability to conduct a preliminary investigation that minimally includes:
- A. Identifying and containing the perimeter of the crime scene.
 - B. Identifying and interviewing victims, witnesses and suspects.
 - C. Protecting the crime scene.
 - D. Locating pre-designated physical evidence through the use of the strip/grid, spiral, quadrant or point-to-point search method.
 - E. Collecting and marking/tagging such evidence.
 - F. Taking appropriate enforcement action.
 - G. Recording crime scene notes which include:
 - 1. Observations of significant conditions present upon arriving at the scene.
 - 2. Identification of victims, witnesses, suspects and other persons present at the scene.

3. Chronological order of actions taken at the scene.
 4. Any actions taken with reference to identifying, preserving or handling evidence.
- H. Completing a field sketch which includes:
1. Identification of items of evidence.
 2. Identification of reference points.
 3. Location and measurements of items of evidence in relation to reference points.
 4. Disclaimer that a sketch is not drawn to scale.
 5. Identification of northerly direction.
 6. Identification of the location of the crime scene.
 7. Report number and officer identification.
- I. Requesting appropriate specialized assistance (e.g., detectives, crime lab, coroner's office, narcotics unit, tracking dogs, air support, fire department, etc.).

5.3 Physical Evidence Procedures

An examination of the proper techniques for identifying and handling different types of evidence. Methods of packaging and marking evidence for identification are provided. Maintaining continuity in the handling of evidence from its discovery until it is offered in court is emphasized. The functions of a crime laboratory and the importance of scientific evidence in the prosecution of criminal cases are explained.

PERFORMANCE OBJECTIVES:

- 5.3.1 Identify the following as common types of evidence found at crimes scenes:
- A. Body fluids (blood, saliva, semen, etc.).
 - B. Hairs.
 - C. Fibers.
 - D. Glass.
 - E. Paint.
 - F. Firearms/ammunition/casings.
 - G. Other weapons.
 - H. Flammables.
 - I. Narcotics/drugs.
 - J. Documents.
 - K. Tools and tool/pry marks.
 - L. Foot/tire impressions.
 - M. Fingerprints.
 - N. Scent articles.
 - O. Clothing.
 - P. Miscellaneous articles left by the suspect (cigarette butts, beverage containers, etc.).
- 5.3.2 Identify recommended procedures for collecting, marking (or tagging), packaging and transporting the following items of evidence:

- A. Fingerprints.
- B. Tools and tool/pry marks.
- C. Firearms/ammunition/casings.
- D. Bite marks.
- E. Foot/tire impressions.
- F. Questioned documents.
- G. Paint.
- H. Glass.
- I. Fibers.
- J. Hairs.
- K. Body fluids (blood, saliva, semen, etc.).
- L. Clothing.
- M. Scent articles.
- N. Liquids.
- O. Minute items.
- P. Narcotics/drugs.
- Q. Alcohol.
- R. Vehicles.
- S. Soil.

5.3.3 Identify the types of information that can be obtained from laboratory analysis of each of the following items of physical evidence:

- A. Body fluids (blood, saliva, semen, etc.).
- B. Hairs.
- C. Fibers.
- D. Glass.
- E. Paint.
- F. Firearms/ammunition/casings.
- G. Other weapons.
- H. Flammables.
- I. Narcotics/drugs.
- J. Documents.
- K. Tools and tool/pry marks.
- L. Foot/tire impressions.
- M. Fingerprints.
- N. Scent articles.
- O. Clothing.
- P. Miscellaneous articles left by the suspect (cigarette butts, beverage containers, etc.).

5.3.4 Identify the meaning of the term “chain of custody.”

5.3.5 Identify that the following must be recorded in order to document chain of custody:

- A. Description of evidence.
- B. Time, date and location where evidence was found.
- C. Name or initials, ID numbers, etc., of the individual who recovered the evidence and each person subsequently having custody.
- D. Location where evidence was transported and stored.
- E. Each time evidence is removed and/or returned from/to storage.

- 5.3.6 Given a written description of evidence collected at a crime scene, **correctly document** chain of custody in appropriate reports/using appropriate forms.
- 5.3.7 Identify for what types of evidence and under what conditions a Court Order for Identifying Physical Characteristics may be obtained per A.R.S. §13-3905.
- 5.3.8 Identify appropriate safety precautions for handling the following types of evidence:
- A. Body fluids (blood, saliva, semen, etc.).
 - B. Narcotics/drugs.
 - C. Drug paraphernalia (needles, etc.).
 - D. Explosives.
 - E. Hazardous materials.

5.4 Interviewing and Questioning

A description of proper interviewing and questioning techniques. Proper officer attitude, the rights of the person interviewed and legal restrictions concerning oral statements, admissions and confessions are addressed.

- 5.4.1 Identify the following steps to prepare for an interview:
- A. Review any information about the case and the person to be interviewed.
 - B. Select an appropriate setting to conduct the interview.
 - C. Assess need to “Mirandize” the person to be interviewed.
 - D. Develop a basic strategy for conducting the interview.
 - E. Make arrangements to record the interview, if appropriate.
- 5.4.2 Identify the following principles for conducting custodial accusatory interviews:
- A. Adopt comfortable interview style.
 - B. Avoid coercive acts that would cause an otherwise innocent person to confess (A.R.S. §13-3902).
 - C. Ensure that a valid Miranda waiver is obtained prior to beginning the interview.
 - D. Cease questioning if suspect requests his/her attorney.
- 5.4.3 Given a written, verbal or visual description of a person waiving his/her “Miranda rights,” identify if the waiver is lawful per case law.
- 5.4.4 Given a written, verbal or visual description of an officer’s actions in advising a suspect of his/her “Miranda rights,” identify if the officer acted lawfully and if not, the nature of the error(s) made by the officer.

- 5.4.5 Given a written, verbal or visual description of possible criminal activity, conduct a field interrogation consistent with the following:
- A. The Terry case decision.
 - B. Recognized officer safety practices.
 - C. Lawful continued detention/release of a questioned person.
- 5.4.6 Open
- 5.4.7 Given a written, verbal or visual description of an encounter between an officer and a suspect, identify if the circumstances of the encounter require the officer to provide the suspect with his/her “Miranda rights.”
- 5.4.8 Open
- 5.4.9 Identify the following as practices that should be observed in order to increase the likelihood that the results of an “in-the-field” identification (show up) will be admissible in court:
- A. Obtain and record a description of the suspect from the witness before the show up. Distinguishing characteristics such as scars, moles and tattoos are especially important.
 - B. Avoid handcuffing the suspect or placing him/her in a patrol car prior to the show up unless officer safety considerations require otherwise.
 - C. Transport the witness to the suspect, if possible (i.e., do not take the suspect to the witness if it can be avoided).
 - D. Do not make any suggestions or “lead” the witness in any way (e.g., do not refer to the suspect as a “suspect” in the presence of the witness).
 - E. Say nothing about the suspect in the presence of the witness (e.g., “When we caught him, he still had your wallet”).
 - F. Tell the witness to keep an open mind and that the person he/she will confront may not be the perpetrator.
 - G. Do not allow multiple witnesses to discuss the suspect or the crime.
 - H. Never allow multiple witnesses to view the show up at the same time.
 - I. Do not make comments to the witness of the identification after the show up.
 - J. Document everything that occurs and tell the witness what information you are putting in your report which is based on what the witness said.
 - K. Conduct the one-on-one show up within two (2) hours of the commission of the crime.
 - L. Document the distance of the viewing and describe the lighting conditions

- 5.4.10 Identify the following with regard to interviewing juvenile suspects:
- A. Prior to the interview, the juvenile must be advised of, and understand, his/her Miranda rights.
 - B. The juvenile's parents may be present during the interview.
 - C. If there is a possibility that the matter may be remanded to adult court, this must be explained and understood by the juvenile.
- 5.4.11 Identify the following as factors that are considered by the courts in determining the admissibility of information obtained from juvenile suspects:
- A. The juvenile's chronological age.
 - B. The juvenile's mental age.
 - C. The juvenile's level of education.
 - D. Previous dealings with the criminal justice system.
 - E. Whether the juvenile's rights were explained to him/her.
 - F. Whether there was a language barrier.
 - G. The juvenile's physical condition.
 - H. Method of interrogation.
 - I. Length of interrogation.
 - J. Length of time in custody.
 - K. Whether or not the juvenile was properly detained (sight/sound separation).
 - L. Whether the juvenile was given the opportunity to consult with an adult.
 - M. The juvenile's understanding of the charge.
 - N. Whether or not the juvenile was warned.
 - O. Whether or not the juvenile later tried to repudiate prior statements.
- 5.4.12 Identify the following procedures for verifying the reliability and credibility of witnesses:
- A. Gather information from other sources before and after the interview.
 - B. Keep persons being interviewed separated.
 - C. Explore relationships between witnesses, suspects and victims.
- 5.4.13 Identify a lawful confession as being an incriminating statement, voluntarily given, without coercion or inducement.

5.5 Fingerprinting

A hands-on introduction to methods for identifying and recognizing major fingerprint patterns. Techniques for developing and preserving latent and rolled impression fingerprints are demonstrated.

PERFORMANCE OBJECTIVES:

- 5.5.1 ***Demonstrate*** proper techniques for lifting, recording, preserving and identifying latent fingerprints at a crime scene.

5.6 Sex Crimes Investigations

An overview of the techniques for investigating the more common sex crimes, including interviewing victims and securing evidence.

PERFORMANCE OBJECTIVES:

- 5.6.1 Identify the following special considerations for conducting an interview and establishing rapport with the victim of a sexual assault:
- A. Be empathetic.
 - B. Be sensitive to the victim's emotional needs.
 - C. Help the victim regain "self-control."
 - D. Seek support for the victim from family/friends or appropriate social services resources.
- 5.6.2 Identify the following special considerations for conducting an interview and establishing rapport with a victim of child molestation:
- A. Maintain non-threatening posture/tone of voice.
 - B. Avoid use of leading questions.
 - C. Assess need for specialized assistance.
 - D. Avoid actions that could lead to feelings of self-blame.
 - E. Be sensitive to emotional needs of the child.
 - F. Assess need to place a child in protective custody.
- 5.6.3 Identify the following procedures and considerations for securing evidence from the victim of a sexual assault:
- A. Common items of evidence.
 - B. Use of an evidence collection kit.
 - C. Collection and preservation of evidence with consideration for the victim's feelings.

- 5.6.4 Identify the responsibilities of a field officer upon responding to an alleged sexual assault to include:
- A. Obtaining complete and accurate suspect information.
 - B. Dealing with the victim's trauma.
 - C. Preserving the scene.
 - D. Requesting appropriate assistance (investigative, etc.).

5.7 Death Investigations

A description of the techniques and procedures for investigating cases involving death. Homicide, suicide, natural, accidental and Sudden Infant Death Syndrome (SIDS) cases are discussed.

PERFORMANCE OBJECTIVES:

- 5.7.1 Identify the following special considerations for conducting a death investigation:
- A. Examine the body for signs of life (i.e., verify death).
 - B. Determine the apparent manner of death (e.g., natural or other).
 - C. Describe the physical condition and location of the body.
 - D. Determine the most appropriate course of action from among the following alternatives:
 - 1. Apparent natural death which should be referred to the Medical Examiner.
 - 2. Apparent natural death requiring only a signature on the death certificate by a physician familiar with the medical history of the deceased.
 - 3. Apparent unnatural death requiring specialized investigative assistance.
- 5.7.2 Given a written, verbal or visual description of a child's death, identify whether Sudden Infant Death Syndrome is the most likely cause of death based on the following SIDS indicators:
- A. Death generally occurs within one (1) year of birth.
 - B. Death generally occurs during a sleep period.
 - C. SIDS infants appear to have been healthy.
 - D. Generally there are no visible signs of trauma.
 - E. Frothy or blood-tinged mucous or vomit may be present in, or around, the nose and/or mouth.
- 5.7.3 Identify who may legally pronounce a person dead.
- 5.7.4 Identify the following methods of committing suicide and the physical appearance features of the victim associated with each:
- A. Gunshot wound.
 - B. Hanging.
 - C. Poisoning.
 - D. Carbon monoxide inhalation.

- E. Suffocation or physical injury.
- F. Slashed wrists.

5.7.5 Identify the meanings of the following items:

- A. Abrasion.
- B. Ante-mortem.
- C. Contusion.
- D. Incision.
- E. Laceration.
- F. Lividity.
- G. Rigor mortis.
- H. Post-mortem.

5.7.6 Identify the following special considerations for conducting a suicide investigation:

- A. Collect any drugs/medications and/or drug/medication containers.
- B. Obtain information as to the victim's psychological/emotional history.
- C. Obtain information as to any prior suicide attempts.

5.8 Organized Criminal Activity

An overview of organized criminal activities. The nature and background of the control of organized crime at the federal, state and local levels of government are covered. A discussion of gang activity in Arizona is emphasized.

PERFORMANCE OBJECTIVES:

- 5.8.1 Identify what constitutes racketeering per A.R.S. §§13-2301(D)(4) and 13-2312 through 13-2315.
- 5.8.2 Identify the investigative services available from each of the following agencies and the means by which those services are accessed:
 - A. Federal Bureau of Investigation (FBI).
 - B. Alcohol, Tobacco and Firearms (ATF).
 - C. Drug Enforcement Agency (DEA).
 - D. Department of Public Safety (DPS).
 - E. Criminal Justice Intelligence Service (CJIS).
 - F. Rocky Mountain Intelligence Network (RMIN).
 - G. El Paso Intelligence Center (EPIC).
 - H. Law Enforcement Intelligence Unit (LEIU).
 - I. Department of Homeland Security.

- 5.8.3 Identify the following as types of gangs found in Arizona:
- A. Motorcycle.
 - B. Street/ethnic.
 - C. Prison.
 - D. Hate groups.
 - E. Cults.
- 5.8.4 Identify the common types of criminal activity associated with each of the following types of gangs:
- A. Motorcycle – prostitution, drug trafficking, stolen property, weapons offenses, murder for hire, bombings, assaults, etc.
 - B. Street/ethnic – vandalism, inter-gang violence (e.g., drive-by shootings) other violent crimes, drug trafficking, auto theft, substance abuse, gambling, assaults, etc.
 - C. Prison – drug trafficking, extortion, inter-gang violence, murder for hire, stolen property, bombings, homicides, etc.
 - D. Hate groups – arson, vandalism, assaults, intimidation, etc.
 - E. Cults – kidnapping, cruelty to animals, substance abuse, violent crimes, vandalism, intimidation, etc.
- 5.8.5 Identify the following types of information communicated in gang-related graffiti:
- A. Gang identification.
 - B. Nicknames of gang members.
 - C. Impending inter-gang violence.
 - D. Claims as to responsibility for past criminal or other acts.
- 5.8.6 Identify the following methods for monitoring gang activity:
- A. Use of informants.
 - B. Interpreting gang-related graffiti.
 - C. Inter-agency intelligence gathering.
 - D. Field interrogation of suspected gang members.
 - E. Visual observation of gang activities/known gang gathering places.
- 5.8.7 Identify the following methods used by gangs to distinguish their members from members of other gangs:
- A. Tattoos.
 - B. Attire and accessories.
 - C. Monikers.
 - D. Hand signals.
 - E. Choice of music.
- 5.8.8 Identify the following reasons for gang membership:
- A. Status.
 - B. Protection.
 - C. Profit.
 - D. Self-identity.
 - E. Peer pressure

5.9 Investigation of Specific Crimes

A description of the specialized techniques used in the investigation of assault, burglary, robbery, auto theft, child abuse, missing persons and other criminal offenses.

PERFORMANCE OBJECTIVES:

- 5.9.1 Identify the following special investigative considerations associated with each of the listed criminal offenses:
- A. Assault – document injuries accurately, photographing injuries.
 - B. Burglary – note modus operandi in report, document missing property in detail.
 - C. Robbery – obtain surveillance camera photographs, notify FBI of robberies committed at federally insured institutions, inquire into the existence of bait bills or traceable currency and note modus operandi in the report.
 - D. Auto theft/recovery – locate/determine Vehicle Identification Numbers (VIN's), detect altered VIN's, remain alert/make inquiries as to common motives for false reporting and examine for common physical indicators of auto theft (e.g., tampered ignition, driver does not know name of owner, presence of burglary tools, etc.).
- 5.9.2 Identify the common locations of VIN's.
- 5.9.3 Identify the common physical characteristics of false/altered VIN's.
- 5.9.4 Identify the following items of evidence which corroborate child abuse charges:
- A. Photographs of injuries and surroundings.
 - B. Physician's report.
 - C. Instruments or implements used in the crime.
 - D. Past medical history indicating previous abuse.
 - E. Witness statements.
- 5.9.5 Identify the following different types of bad checks and the procedures for handling each:
- A. Insufficient funds – refer to the County Attorney's office.
 - B. Closed account – refer to the County Attorney's office.
 - C. Forgery – conduct initial investigation.
- 5.9.6 Identify the following procedures required for an initial response to a missing person case:
- A. Verify that the report is a missing person case.
 - B. Determine the type of missing person case.
 - C. Determine if the person is at risk.
 - D. Obtain a description.
 - E. Obtain a recent photograph.
 - F. Attempt to locate.
 - G. Request assistance, if appropriate.
 - H. Notify other agencies.
 - I. Complete required report(s).

- 5.9.7 Identify the following factors that influence the nature of response to a report of a missing person:
- A. Missing person's:
 - 1. Age.
 - 2. Mental/emotional condition.
 - 3. Medical/physical condition.
 - 4. Family/social environment.
 - 5. Knowledge of area.
 - 6. Living conditions.
 - B. Suspicious circumstances.
 - C. Weather conditions.
- 5.9.8 Identify that it is necessary to conduct a thorough search of a reported missing small child's home and yard at the onset of the investigation.
- 5.9.9 Identify the following methods for determining whether recovered property is linked to a crime:
- A. National Crime Information Center (NCIC) check.
 - B. Check with "Stolen Property Detail" (e.g., Pawn Shop Detail, Property Identification Unit).
 - C. Communication with other officers.
- 5.9.10 Identify the following procedures which should be followed when investigating instances of child abuse:
- A. Interview all parties involved.
 - B. Interview and examine the minor alone.
 - C. Look for physical and behavioral indicators of abuse (suspicious bruises, welts, burns, fear of parent/adults, etc.).
 - D. Look for behavioral indicators of abusive parents (emotional immaturity, referring to child as "bad/evil," attempts to conceal child's injury(ies), etc.).
 - E. Compare explanation offered by parent/guardian and actual injury(ies) to minor.
 - F. Record all statements from all parties.

5.10 Narcotics and Dangerous Drugs

A delineation of the procedures, techniques and hazards associated with investigating narcotics and dangerous drug violations. The distinguishing characteristics, physical affects, methods of packaging and methods of using commonly abused drugs are described.

PERFORMANCE OBJECTIVES:

- 5.10.1 Identify the common names, distinguishing characteristics, methods of packaging, methods of use, physical affects and slang terms associated with each of the following controlled substances:
- A. LSD.
 - B. Peyote.
 - C. PCP.
 - D. Psilocybin.
 - E. Amphetamines.
 - F. Methamphetamine.
 - G. Heroin.
 - H. Cocaine.
 - I. Marijuana.
 - J. Barbiturates.
- 5.10.2 Identify the following hazards associated with enforcement of narcotics violations:
- A. Explosions.
 - B. Booby traps.
 - C. Needle punctures.
 - D. Toxic residues.
 - E. Potential for violence.
 - F. Mis-identification of undercover officers.
- 5.10.3 Identify that the Physician's Desk Reference is used to identify unknown (usually prescription) drugs.
- 5.10.4 Identify the following available resources for investigating crimes involving the unlawful use, possession or sale of narcotics/dangerous drugs:
- A. Field tests.
 - B. K-9 unit.
 - C. Narcotics unit.
 - D. Crime laboratory.
- 5.10.5 Identify the following types of informants:
- A. Paid.
 - B. Good citizen.
 - C. Violator.

- D. Anonymous.
- E. Confidential.

5.10.6 Identify the following safeguards necessary when using informants in drug investigations:

- A. Check for outstanding warrants/criminal history.
- B. Verify and document credibility and reliability of informant.
- C. Comply with all agency policies and procedures.
- D. Protect informant's identity and safety.

FUNCTIONAL AREA VI – COMMUNITY AND POLICE RELATIONS

6.1 Cultural Awareness

A discussion of the benefits and methods of developing positive police/community relations, with emphasis on recognizing cultural differences within the community and the role of the individual officer in developing positive police/community relations.

PERFORMANCE OBJECTIVES:

6.1.1 Identify the following as common, negative stereotypes of law enforcement:

- A. Unethical.
- B. Uncaring and apathetic toward the needs of the community.
- C. Ineffective in delivering services and combating crime.
- D. Excessively violent in their use of authority.
- E. Biased against racial and ethnic groups, gays and women.
- F. Overweight and out of shape.
- G. Protective of each other, to the extent of concealing or ignoring inappropriate conduct by fellow officers.

6.1.2 Identify the following as factors which influence the image of law enforcement within the community:

- A. Response time for calls for service.
- B. The officer's behavior and demeanor when responding to calls for service, at accident or crime scenes, etc.
- C. The officer's behavior, demeanor and use of time when performing general patrol activities.
- D. The officer's behavior and demeanor when not in service.
- E. The officer's judgment, particularly with regard to the use of force.
- F. The officer's ability to successfully resolve problems.
- G. The officer's behavior and demeanor when off duty.

- 6.1.3 Identify the following as roles of the police in providing community service:
- A. Providing service.
 - B. Maintaining order.
 - C. Preventing crime.
 - D. Enforcing the law.
 - E. Providing positive role models.
 - F. Providing education and information.
 - G. Encouraging community participation in police-related matters.
- 6.1.4 Identify the following as ways to personally influence the community's attitudes toward law enforcement:
- A. School contacts (school presentations, contacts with school administrators, attendance at parent-teacher group meetings, etc.).
 - B. Contacts with the media (i.e., television, radio, newspapers, etc.).
 - C. Contacts/involvement in various community service organizations, businesses, etc.
 - D. Daily contacts with the public, particularly during traffic stops and calls for service.
- 6.1.5 Identify the following benefits of enhancing police/community relations:
- A. Greater community cooperation in solving/preventing crime.
 - B. Enhanced community understanding of the police mission.
 - C. Reduction in community-held negative stereotypes of law enforcement.
 - D. Increased community support for law enforcement as reflected in such things as:
 - 1. Increased law enforcement funding.
 - 2. Passage of new laws/ordinances.
 - 3. Improved media relations.
 - 4. Increased support for enforcement of existing laws/ordinances.

LEARNING ACTIVITIES:

- 6.1.6 The trainee will receive instruction, **and participate, in an instructor-led discussion** of the major subcultures in the academy's service area as defined by race, ethnicity, socioeconomic status and sexual orientation. Such instruction and discussion will address:
- A. The ideals, beliefs, values, customs, conventions and attitudes toward law enforcement held by each subculture.
 - B. Methods of overcoming barriers between law enforcement and each subculture.
 - C. Methods for effectively communicating with persons from each subculture.
 - D. The likely needs for law enforcement services of each subculture.
 - E. How the officer is likely to benefit from a greater understanding of each subculture.

- 6.1.7 The trainee will receive instruction, **and participate, in an instructor-led discussion** of how an officer's behavior is likely to be perceived differently by the following persons:
- A. Members of each major subculture within the academy's service area (as defined by race, ethnicity, socioeconomic status and sexual orientation).
 - B. Suspects, victims and witnesses.
 - C. The officer's supervisor.
 - D. The officer's peers.

6.2 Victimology

Provides information on the fears, emotional distress, physical suffering and financial loss suffered by victims/witnesses of crime. Describes the legal and moral obligations of law enforcement officers relative to victims and what officers can do to reduce the adverse impact of becoming a victim. Identifies agencies available to assist in aiding victims/witnesses.

PERFORMANCE OBJECTIVES:

- 6.2.1 Identify the following as emotional and psychological indicators of persons in crisis:
- A. Screaming, crying or hysterical outbursts.
 - B. Depression – as evidenced by prolonged silences, feelings of guilt and shame, thoughts of suicide, extreme remorse, etc.
 - C. Self-destructive or violent behavior.
 - D. Immobility or frenzied activity.
 - E. Contradictory behavior (e.g., speaking calmly while at the same time having clenched fists or pacing back and forth).
- 6.2.2 Identify the following as basic psychological responses to victimization:
- A. Denial.
 - B. Anger.
 - C. Feelings of helplessness/lack of control.
 - D. Self-blame and/or blaming others.
 - E. Fear.
- 6.2.3 Identify the following verbal and non-verbal techniques for defusing crisis situations:
- A. Acknowledge the victim's ordeal and reassure his/her safety.
 - B. Provide active listening.
 - C. Ask diversionary, reality questions.
 - D. Pose simple choices to help victims regain some sense of control.
 - E. Explain all options and procedures that will follow.
 - F. Maintain appropriate eye contact, body posture and voice control.
- 6.2.4 Identify the officer's responsibilities to ensure the rights of victims pursuant to the Arizona Victims' Rights Bill.

6.3 Interpersonal Communications

A discussion of language and non-language factors which contribute to effective and ineffective inter-personal communications. The dynamics of officer/citizen interactions are explored and role playing exercises are used to demonstrate how culture and other factors can affect an individual's perceptions of an officer's behavior, and how to effectively communicate with members of different groups (the elderly, the visually impaired, non-English speaking persons, etc.).

PERFORMANCE OBJECTIVES:

- 6.3.1 Identify the following as essential elements to effective inter-personal communication:
- A. Active listening.
 - B. Clarity of expression.
 - C. Emotional control.
 - D. Appropriate self-disclosure.
 - E. Positive self-concept.
- 6.3.2 Identify the following as factors which affect an individual's perceptions of events:
- A. Past experiences.
 - B. Mental/emotional condition.
 - C. Physical condition.
 - D. Emotional involvement.
 - E. Level of education.
 - F. Socio-economic status.
 - G. Cultural/ethnic background.
 - H. Personal prejudices and biases.
- 6.3.3 Identify appropriate body language techniques when interacting with the following persons:
- A. Suspects.
 - B. Victims/witnesses.
 - C. Children.
 - D. The elderly.
 - E. Members of other racial, cultural and ethnic groups.
 - F. Techniques affecting these interactions:
 - 1. Facial expressions.
 - 2. Eye contact.
 - 3. Gestures.
 - 4. Posture.
 - 5. Distance and relative position (standing, sitting, etc.).

- 6.3.4 Identify the following as language factors which contribute to negative responses from the public:
- A. Profanity.
 - B. Derogatory language.
 - C. Offensive terminology directed toward members of community groups.
 - D. Inappropriate use of police jargon.
 - E. Inappropriate use of racial/ethnic speech patterns.
- 6.3.5 Identify the following as non-language factors which contribute to negative responses from the public:
- A. Officious and oppressive manner.
 - B. Disrespectful attitude.
 - C. Officious tone of voice.
 - D. Inappropriate body language.
- 6.3.6 Identify the following as characteristics frequently exhibited by the elderly:
- A. Fear of crime.
 - B. Very trusting and thus susceptible to fraudulent acts.
 - C. Reluctance to report crime out of shame for being duped or fear of reprisal.
 - D. Physical conditions which affect communications or mobility or which require emergency care.
 - E. Medication-related motor skills deficiencies.
 - F. Need for independence.
 - G. Loneliness.
- 6.3.7 Identify methods and techniques in communicating with non-English speaking individuals:
- A. Do not raise your voice out of frustration.
 - B. Present non-threatening demeanor.
 - C. Be patient – watch frustration level(s).
 - D. Identify appropriate community/department resources for interpretation services or translation services.
- 6.3.8 Identify the following as cues that a person is hearing impaired:
- A. Signing.
 - B. Speaking with difficulty.
 - C. Reaching for a pad and pencil.
 - D. Pointing to the ears and then to the lips.
 - E. Failing to answer questions or follow directions.
 - F. Use of hearing aids or artificial speech synthesizers.
 - G. Attempting to gain attention by touching, foot stomping, hand waving or other body movements.

- 6.3.9 Identify methods and legal requirements for communicating with hearing-impaired persons:
- A. Methods:
 - 1. Use a pad and pencil to ask and answer questions.
 - 2. Obtain assistance of a sign language interpreter.
 - 3. If not in uniform, identify yourself as a peace officer by making a “C” with your right hand over your heart.
 - B. Discuss the provisions of A.R.S. §12-242(C) with regard to:
 - 1. “Miranda” warnings.
 - 2. Interviewing hearing-impaired individuals.
- 6.3.10 Identify the following as appropriate methods for communicating with a person who is visually impaired:
- A. Talk directly to the person in a normal manner.
 - B. Identify yourself as a peace officer and ask the person if he/she is visually impaired.
 - C. Allow the person to feel your badge or handcuffs if he/she seeks to verify your identity.
 - D. Walk normally when guiding the person, allowing him/her to hold your elbow or shoulder in order to more easily follow your body movements.
- 6.3.11 Identify the following as steps that should be taken when notifying someone of a death:
- A. Prior to notification:
 - 1. Confirm the relationship of the deceased to the person being notified.
 - 2. Gather as much detail about the circumstances of the death as possible.
 - 3. Consider the range of possible reactions by the person to be notified and the appropriate response to each.
 - B. Always notify in person, preferably indoors in a quiet, private location.
 - C. Attempt to arrange for the presence of someone to provide emotional support (friend, relative, member of the clergy, etc.) both during and after notification.
- 6.3.12 Identify tactical communication techniques when dealing with, or responding to, difficult citizen contacts:
- A. Verbal parrying techniques and deflecting statements.
 - B. Four (4)-step probing techniques.

LEARNING ACTIVITIES:

- 6.3.13 The trainee will observe and participate in instructor-led critiques of various role playing exercises designed to ***demonstrate*** appropriate methods for communicating with the following persons:
- A. The elderly.
 - B. The visually impaired.
 - C. The hearing impaired.
 - D. The developmentally disabled.
 - E. Non-English speaking persons.
 - F. Hysterical persons.
 - G. Persons under the influence of drugs/alcohol.
 - H. Suicidal persons.

Each instructor-led critique will address: Listening skills, the nature and appropriateness of all verbal and non-verbal communications made to the person, the “messages” (both intentional and unintentional) communicated to the person, the use/non-use of any appropriate specialized communication techniques and the overall acceptability of the final disposition of the matter.

Each trainee will participate in at least one (1) role playing exercise (either as the officer or as the person who poses special problems).

6.4 Crime Prevention

A review of the crime prevention functions of the patrol officer and the role and services available from various crime prevention programs. Locking devices, area lighting and other methods for deterring criminal activity are discussed.

PERFORMANCE OBJECTIVES:

- 6.4.1 Identify the following as crime prevention functions of a law enforcement officer:
- A. Assessing/anticipating criminal activity.
 - B. Recognizing crime risks.
 - C. Taking actions to reduce the opportunity for criminal activity, including educating the public regarding crime risks and crime prevention methods.
- 6.4.2 Identify the following benefits of focusing attention on crime victims:
- A. Helps victim rebuild a sense of personal safety.
 - B. Reduces likelihood that the victim will become a repeat victim.
 - C. Enhances crime prevention within the community.

6.4.3 Identify the role and functions performed by each of the following crime prevention programs:

- A. Stranger Danger.
- B. McGruff (the Crime Dog).
- C. Neighborhood Watch /Block Watch.
- D. Operation Identification.
- E. Security Surveys.
- F. School Resource Officers (S.R.O.'s).
- G. Sexual Assault Prevention.
- H. Silent Witness.
- I. Drug Abuse Resistance Education (D.A.R.E.).
- J. Crime Prevention Through Environmental Design (C.P.T.E.D.).
- K. Gang Resistance Education and Training (G.R.E.A.T.).
- L. Community Effort to Abate Street Violence (Wake up! CEAS Violence).

6.4.4 Identify the mechanical characteristics plus the advantages and disadvantages of the following locking devices:

- A. Dead bolt (single/double).
- B. Key-in-knob lock.
- C. Mortise lock.
- D. Padlock.
- E. Rim lock.

6.4.5 Identify security considerations associated with each of the following:

- A. Area lighting.
- B. Exterior hinges.
- C. Hollow core doors.
- D. Landscaping.
- E. Roll-out windows.
- F. Sliding glass doors.
- G. Sliding windows.

6.5 Police and the Community

A discussion of the concepts of police and the community and the philosophy involved in community-based policing and problem solving. The evolution of policing from traditional methodology is explored and the importance of developing community partnerships is stressed as well as problem-solving strategies emphasized in police/community partnerships.

PERFORMANCE OBJECTIVES:

- 6.5.1 Identify the core components of community policing:
- A. Crime prevention.
 - B. Community partnerships.
 - C. Problem solving.
- 6.5.2 Identify and contrast traditional policing and community policing:
- A. Traditional policing:
 - 1. Arrest is the primary tool.
 - 2. Numbers and incident driven.
 - 3. “Us vs. Them” mentality.
 - 4. We do it **for** the community.
 - B. Community policing:
 - 1. Results oriented.
 - 2. Pro-active problem solving.
 - 3. Community partnerships with law enforcement.
 - 4. We do it **with** the community.
 - 5. Serves as an additional tool to use along with traditional policing.
- 6.5.3 Identify the benefits to understanding and developing community partnerships:
- A. Can impact crime, fear and perceptions of quality-of-life issues.
 - B. Coordinate and marshal resources.
 - C. Increase trust and understanding between the police and the community.
 - D. Network for assistance, guidance and technical support.
- 6.5.4 Identify “trigger points” in a community that can cause a community crisis:
- A. Death, natural disaster or community victimization.
 - B. Deep-seated distrust, with no recollection of the origin.
 - C. Small, seemingly innocent issues which cause an apparent over-reaction to an issue.

- 6.5.5 Identify the S.A.R.A. model of problem solving:
- A. Scanning: Look for patterns or persistent problems on local beats.
 - B. Analysis: Verify through data collection.
 - C. Responding: Develop long term, creative and customized solutions to the problem.
 - D. Assessment: Measure the effectiveness of the solution.

FUNCTIONAL AREA VII – RECORDS AND REPORTS

7.1 Report Writing

A discussion of the defining characteristics of good reports and field notes and the importance and uses of each. The form, style and procedures for writing various reports are described and techniques for developing a complete, descriptive and accurate narrative are provided. Elements of composition, required substance, proper and improper conclusions and descriptions of person and property are addressed. Practice in taking notes and writing reports is emphasized and proficiency must be demonstrated.

PERFORMANCE OBJECTIVES:

- 7.1.1 Identify the difference between an administrative and an operational report.
- 7.1.2 Identify the following uses of police reports:
- A. Provide a permanent record of the facts of an incident (reference document – e.g., court evidence, investigations, etc.).
 - B. Use in coordinating follow-up activities for an incident.
 - C. Provide a basis for officer evaluation.
 - D. Provide statistical data (e.g., crime reports, shift activity reports, etc.).
- 7.1.3 Given written, verbal or visual descriptions of the types of incidents listed below, record clear and accurate notes and **write a report demonstrating** the following essential characteristics:
- A. Essential characteristics:
 - 1. Accuracy.
 - 2. Conciseness.
 - 3. Completeness (who, what, when, where, why and how).
 - 4. Clarity.
 - 5. Legibility.
 - 6. Objectivity.
 - 7. Proper grammar (avoid slang and jargon, except when quoting; avoid non-standard abbreviations).
 - 8. Correct spelling.

9. Organization (chronological order).
10. Style (first person, active voice).

B. Incidents:

1. Domestic violence.
2. Property crime.
3. Crime against a person.

7.1.4 Identify examples of “fact” and “inference.”

7.1.5 Identify the following uses of field notes:

A. Serve as a basis for writing reports.

1. Reduce the need to re-contact parties involved.
2. Provide a greater degree of accuracy regarding times, statements and events (rather than memory alone).

B. May be used as evidence in court.

7.1.6 Identify the following characteristics of good field notes:

- A. Accuracy.
- B. Completeness.
- C. Conciseness.

FUNCTIONAL AREA VIII – POLICE PROFICIENCY SKILLS

8.1 First Aid

An examination of methods for providing emergency medical care to the victims of accidents or illness and related safeguards. Legal and civil issues are discussed. The basic functions and major organs of the human body are outlined. The proper procedures for handling breathing impairments, cardiac conditions, uncontrolled bleeding, injuries, wounds, shock, childbirth and other afflictions are delineated. Injury management, resuscitation, movement of the injured and extrication of victims from confined or hazardous locations are illustrated.

PERFORMANCE OBJECTIVES:

- 8.1.1 Identify the elements of the Good Samaritan law. Contrast its application both on duty and off duty.
- 8.1.2 Identify examples of actual and implied consent.
- 8.1.3 Identify the potential civil liabilities which could be associated with either administering or not administering first aid/CPR. Differentiate between on and off duty.
- 8.1.4 Identify the major human body parts by common name and be able to describe the location of an injury within those regions.
 - A. Head.
 - B. Neck.
 - C. Trunk.
 - D. Upper extremities.
 - E. Lower extremities.
- 8.1.5 Identify the following major body systems:
 - A. Circulatory.
 - B. Respiratory.
 - C. Skeletal/Muscle.
- 8.1.6 ***Perform*** an initial assessment, evaluate the following vital signs and describe the significance of each:
 - A. Level of consciousness.
 - B. Airway.
 - C. Breathing.
 - D. Circulation.

- 8.1.7 Identify potential personal safety problems during scene assessment to include:
- A. Injured violent patients.
 - B. Altered levels of consciousness.
 - C. Bystanders/family members.
 - D. Hazardous material.
 - E. Hazardous scene conditions.
- 8.1.8 ***Demonstrate (or) identify*** the proper techniques for CPR, including:
- A. Adult – one (1) rescuer.
 - B. Child – one (1) rescuer.
 - C. Infant – one (1) rescuer.
 - D. Foreign body obstruction:
 - 1. Conscious.
 - a. Adult.
 - b. Child.
 - c. Infant.
 - 2. Unconscious.
 - a. Adult.
 - b. Child.
 - c. Infant.
 - E. Mouth-to-mask CPR.
- 8.1.9 Identify the procedures necessary to protect against contaminants and how to safely clean up equipment that may be contaminated.
- 8.1.10 Given written, verbal or visual descriptions of bleeding persons, identify the types of bleeding and the proper methods for reducing blood flow, to include:
- A. Types of bleeding:
 - 1. Arteries.
 - 2. Capillaries.
 - 3. Veins.
 - B. Methods:
 - 1. Direct pressure.
 - 2. Elevation.
 - 3. Pressure points.
 - 4. Tourniquet.

- C. Specific injuries:
 - 1. Abdominal injuries.
 - 2. Avulsed part.
 - 3. Face/scalp wounds.
 - 4. Impaled objects.
 - 5. Lacerations.
 - 6. Nose bleed.
 - 7. Puncture wound.
 - 8. Amputated body parts.

- 8.1.11 Given a written, verbal or visual description of a person in shock, including anaphylactic shock, hypovolemic shock, identify the signs, symptoms and appropriate treatment steps.

- 8.1.12 Given a written, verbal or visual description of a deformed and tender extremity, identify the appropriate treatment steps for stabilization, to include:
 - A. Painful, swollen and deformed injuries:
 - 1. Open.
 - 2. Closed.

 - B. Specific injuries:
 - 1. Cervical spine trauma.
 - 2. Back injuries.
 - 3. Head injuries.
 - 4. Pelvic injuries.
 - 5. Extremity injuries.

- 8.1.13 Given a written, verbal or visual description of the following injuries, identify the appropriate treatment steps:
 - A. Eye injuries.
 - B. Chest injuries affecting respiration.
 - 1. Sucking chest wound.
 - 2. Flail chest injury.

- 8.1.14 Given a written, verbal or visual description of a person suffering from an environmental emergency, identify the appropriate treatment steps to include:
 - A. Heat emergencies.
 - 1. Dehydration.
 - 2. Heat cramps.
 - 3. Heat exhaustion.
 - 4. Heat stroke.

- B. Cold emergencies.
 - 1. Frostbite.
 - 2. Hypothermia.

- 8.1.15 Given a written, verbal or visual description of persons suffering from the following medical conditions, identify the signs, symptoms, appropriate treatment steps and appropriate management procedures for treatment:
 - A. Heart problems.
 - B. Diabetic emergencies.
 - C. Seizure disorders.
 - D. Stroke.
 - E. Respiratory emergencies.

- 8.1.16 Given a written, verbal or visual description of persons suffering from the following toxic reactions, identify the signs, symptoms and appropriate treatment steps:
 - A. Alcohol and drug abuse.
 - B. Bites (snake, animal and human).
 - C. Poisons (ingested, inhaled, injected, absorbed, etc.).
 - D. Insect stings.

- 8.1.17 Identify the signs of an impending childbirth and the procedures for assisting with both of the following:
 - A. Normal deliveries.
 - B. Abnormal deliveries:
 - 1. High-risk factors.
 - 2. Breech deliveries.
 - 3. Prolapsed cord.

- 8.1.18 Identify the methods and appropriate circumstances for moving an injured person in an emergency situation.

- 8.1.19 Given a written, verbal or visual description of a person suffering from a burn, identify the appropriate treatment steps to include:
 - A. Types:
 - 1. Thermal.
 - 2. Electrical.
 - 3. Chemical.

 - B. Degrees:
 - 1. First.
 - 2. Second.
 - 3. Third.

- 8.1.20 Identify the procedure for doing triage.
- 8.1.21 Identify the steps to be taken in a focused history (secondary survey) to include:
- A. Head-to-toe examination for injuries.
 - B. Checking for medical alert tags and/or Do Not Resuscitate Orders (DNR's).
 - C. Mechanism of injury.
 - D. Air versus ground transport.
- 8.1.22 Identify resources at a scene to include:
- A. Bystanders.
 - B. Family.
 - C. Equipment.

8.2 Firearms Training

The mechanical and safety features of a service handgun are reviewed and the proper methods for servicing and firing the weapon are demonstrated. Firearms safety is emphasized. Each student fires a minimum of 500 rounds from a service caliber handgun. The course of fire provided in the firearms addendum to the curriculum is administered and the student must achieve a minimum qualification score to successfully complete the training.

PERFORMANCE OBJECTIVES:

- 8.2.1 Identify the four (4) safety rules:
- A. All guns are loaded.
 - B. Do not point the gun at anything you do not want to destroy.
 - C. Keep your finger straight along the frame until your sights are on the target and you have decided to fire.
 - D. Be sure of your target and surroundings.
- 8.2.2 Identify the three (3) ways a weapon is discharged:
- A. Intentional discharge.
 - B. Unintentional discharge:
 - 1. Voluntary.
 - 2. Involuntary:
 - a. Sympathetic grip.
 - b. Startle effect.
 - c. Balance disruption.

- C. Accidental:
 - 1. Mechanical failure.
 - 2. Outside influences contacting trigger:
 - a. Clothing.
 - b. Equipment.

8.2.3 Identify the nomenclature of the service handgun including:

- A. Semi-automatic:
 - 1. Frame.
 - 2. Slide.
 - 3. Barrel.
 - 4. Magazine.
 - 5. Extractor.
 - 6. Ejector.
 - 7. Ejection port.
 - 8. Hammer.
 - 9. Sear.
 - 10. Manual passive safeties:
 - a. Firing pin block.
 - b. Hammer block.
 - c. Sear block.
 - d. Trigger block.
 - e. Disconnecter.
 - 11. Trigger.
 - 12. Firing pin/striker.
 - 13. Rifling/bore.
 - 14. Chamber.
 - 15. Breech/breech face.
 - 16. Muzzle.
 - 17. Sights.
 - 18. Magazine release.
 - 19. Recoil spring.
 - 20. De-cocking lever.

B. Open

8.2.4 **Demonstrate** the ability to render safe, clean and maintain a service handgun.

8.2.5 Using the service handgun, **demonstrate** the following principles of good marksmanship:

- A. Grip.
- B. Sight alignment.
- C. Trigger control.
- D. Stance.
- E. Breathing.
- F. Follow through.

- 8.2.6 Using service ammunition, ***demonstrate*** the ability to safely qualify with a service handgun on the AZ POST daytime and nighttime firearms qualification courses.
- 8.2.7 Given a simulated situation in which deadly force may be legally justified, ***identify the target, issue the “police” command*** and determine whether to shoot or not to shoot.
- 8.2.8 ***Demonstrate*** safe handling of handguns when performing the following actions:
- A. Loading and unloading revolvers and/or semi-automatic weapons.
 - B. Holster and draw handgun using agency-authorized equipment.
 - C. Clearing malfunctions.
- 8.2.9 ***Demonstrate*** the following shooting positions:
- A. Standing.
 - B. Barricade (strong and weak hand).
 - C. Prone.
 - D. Kneeling.
 - E. Close quarters.
- 8.2.10 ***Demonstrate*** the ability to safely and effectively fire the service handgun in the following tactical conditions:
- A. Under time constraints.
 - B. With multiple targets.
 - C. Using various shooting positions.

8.3 Physical Conditioning

The development and demonstration of each participant's mental and physical conditions through structured exercise and classroom education. The value of physical fitness in law enforcement and the basic elements of strength training, aerobic conditioning, flexibility, nutrition and back injury prevention are emphasized. The hazards of tobacco and alcohol use are addressed and the participant receives the necessary skills and knowledge to prepare a lifetime personal fitness program.

The physical fitness tests (fitness battery and POPAT) are administered. The student's achievement level is measured using the performance charts provided for each test. The goal is to improve the student's fitness level to minimize injury and enhance performance. Each student must pass POPAT as the graduation standard.

LEARNING ACTIVITIES:

- 8.3.1 The trainee will receive instruction, **and participate, in instructor-led discussions** of the following topics:
- A. Contributing factors to overall health and fitness, including:
 - 1. Regular exercise (aerobic and anaerobic).
 - 2. Body composition (weight control).
 - 3. Stress management.
 - 4. Diet/nutrition (with emphasis on minimizing intake of fats).
 - 5. Periodic medical examinations.
 - 6. Tobacco use.
 - 7. Alcohol abuse.
 - B. The relationship between health and fitness and various elements of job performance, including:
 - 1. Absenteeism.
 - 2. On-the-job injuries.
 - 3. General overall productivity.
 - C. Common health problems experienced by law enforcement officers, including:
 - 1. Cardiovascular disorders.
 - 2. Low back injuries.
 - 3. Substance abuse.

- D. Physical conditioning factors and methods for evaluating each, including the following:
 - 1. Cardiovascular endurance – 1.5 mile run.
 - 2. Flexibility – sit and reach test.
 - 3. Muscular strength – bench press, leg press, vertical jump, etc.
 - 4. Muscular endurance – push-ups, sit-ups.
 - 5. Anaerobic power – 300-meter run.
 - 6. Speed and agility run – sprints, etc.

- E. Safe and effective exercises for each of the physical conditioning factors (instructor-led demonstration followed by trainee practice to achieve proper exercise techniques, including calculation and monitoring of “target” heart rate).

- F. The three (3) components of a safe and effective conditioning session:
 - 1. Warm-up.
 - 2. Conditioning period.
 - 3. Cool down.

- G. The meaning and significance of the following exercise principles:
 - 1. Specificity.
 - 2. Frequency.
 - 3. Duration.
 - 4. Overload.
 - 5. Progression.

- H. Methods for preventing low back injury (instructor-led demonstration followed by trainee practice to achieve proper exercise techniques), including proper techniques for:
 - 1. Lifting/carrying heavy objects.
 - 2. Dragging/pulling heavy objects.
 - 3. Pushing vehicles by hand.
 - 4. Safe and effective flexibility and strength exercises for preventing low back injury.

- I. The basic food nutrients and the general effects each has upon health and fitness:
 - 1. Proteins.
 - 2. Carbohydrates.
 - 3. Fats.
 - 4. Vitamins.
 - 5. Minerals.
 - 6. Water.

- J. Common foods that are particularly high or low in the different food nutrients.

- K. The long-term effects of alcohol abuse including addiction and chronic degenerative diseases such as:
 - 1. Cirrhosis of the liver.
 - 2. Damage to the nervous system.
 - 3. Atherosclerosis.
 - 4. Fetal alcohol syndrome.

- L. The short-term and long-term effects of tobacco use, including:
 - 1. Short-term effects: Constriction of the arteries, changes in blood chemistry, elevations in blood pressure and elevation of heart rate.
 - 2. Long-term effects: Addiction, cardiovascular disease, respiratory disease, cancer, etc.

- M. The nature and effects of other substances that have the potential for abuse, including:
 - 1. Caffeine.
 - 2. Steroids.
 - 3. Prescription medications.

8.4 High Risk Stops

Techniques for properly and safely conducting all phases of a high risk vehicle stop.

PERFORMANCE OBJECTIVES:

- 8.4.1 Given a simulated high-risk (felony) vehicle stop situation, ***demonstrate*** proper techniques for making the stop, including:
 - A. Communication with dispatch.
 - B. Making the actual stop (location of stop, positioning of vehicles, etc.).
 - C. Approach and removal of suspect(s) from the vehicle.
 - D. Control, handcuffing and searching of the suspect(s).
 - E. Clearing the suspect(s) vehicle.
 - F. Directing the actions of the cover officer.
 - G. Officer safety.

8.5 Defensive Tactics

Discussion and demonstration of various techniques for maintaining physical control of disruptive, combative or potentially dangerous subjects including restraint holds, “come-alongs,” take downs, cuff and search and proper police baton techniques. Officer safety and potential for injury or death are emphasized throughout.

PERFORMANCE OBJECTIVES:

- 8.5.1 Identify the following psychological aspects which affect one’s ability to successfully counter a life-threatening situation:
- A. Physical.
 - B. Emotional.
 - C. Mental.
- 8.5.2 Identify the three (3) ways stress affects the human body:
- A. Behavioral.
 - B. Physiological.
 - C. Mental.
- 8.5.3 Identify the four (4) elements of force:
- A. Ability.
 - B. Opportunity.
 - C. Jeopardy.
 - D. Preclusion.
- 8.5.4 Identify the five (5) levels of control:
- A. Officer presence.
 - B. Verbal direction.
 - C. Empty hand control.
 - D. Intermediate weapons.
 - E. Lethal force.
- 8.5.5 Identify five (5) risk factors relating to Sudden Custody Death Syndrome – Positional Asphyxia.
- 8.5.6 ***Demonstrate*** the following basic principles of defensive tactics:
- A. Balance.
 - B. Body mechanics.
 - C. Position of advantage.
 - D. Centerline tracking.
 - E. Drive/brace leg.

- 8.5.7 ***Demonstrate*** proficiency in performing the following defensive tactics consistent with the principles and techniques specified in the currently approved AZ POST Defensive Tactics Instructor lesson plan:
- A. Shielding.
 - B. Force delivery techniques.
- 8.5.8 Identify the four (4) components of the force matrix:
- A. Balance.
 - B. Power.
 - C. Speed.
 - D. Accuracy.
- 8.5.9 Identify the three (3) phases of a physical encounter:
- A. Pre-contact.
 - B. Contact.
 - C. Neutralization.
- 8.5.10 Identify the three (3) ranges in which inter-personal combat may occur:
- A. Kill zone.
 - B. Attack zone.
 - C. Danger zone.
- 8.5.11 ***Demonstrate*** proficiency in the following personal defense techniques:
- A. Reactive guard (cage) stance.
 - B. Speed shield.
 - C. Power shield.
- 8.5.12 ***Demonstrate*** proficiency on the following break fall techniques:
- A. Side falls.
 - B. Front falls.
 - C. Front shoulder roll.
- 8.5.13 ***Demonstrate*** proficiency in the control holds and take-down techniques as specified in the currently approved AZ POST Defensive Tactics Instructor lesson plan.
- 8.5.14 ***Demonstrate*** the ability to safely and effectively handcuff single and multiple suspects consistent with the procedures and techniques specified in the currently approved AZ POST Defensive Tactics Instructor lesson plan.
- 8.5.15 Identify the weaknesses of the standard handcuff.
- 8.5.16 Identify appropriate procedure for conducting opposite-gender searches.

- 8.5.17 Identify the most important principle for conducting a safe and effective search of a person consistent with the procedures and techniques specified in the currently approved AZ POST Defensive Tactics Instructor lesson plan:
- A. Handcuff first.
 - B. Search second.
- 8.5.18 ***Demonstrate*** proficiency in the following search techniques:
- A. Frisk.
 - B. Standing.
 - C. Kneeling.
 - D. Prone.
- 8.5.19 ***Identify/demonstrate*** the following responsibilities of a cover officer during the search of a person:
- A. Protecting searching officer from outside interference.
 - B. Physically assisting searching officer, if necessary.
 - C. Constantly observing suspects(s) and surrounding area.
 - D. Assuming a sound tactical position.
- 8.5.20 Identify the responsibilities of a primary (contact) officer when dealing with multiple subjects:
- A. Designating a cover officer.
 - B. Maintaining communications with subject.
 - C. Maintaining a position relative to the subject.
 - D. Delegating responsibilities to a cover officer.
- 8.5.21 Identify the following effects caused by the application of Oleoresin Capsicum (O.C.) spray:
- A. Involuntary closing of the eyes.
 - B. Gasping for air.
 - C. Intense burning sensation to the skin.
 - D. Uncontrollable coughing.
- 8.5.22 ***Demonstrate*** at least two (2) survival skills after a direct exposure to O.C. spray and one (1) must be weapon retention.
- 8.5.23 ***Demonstrate*** proficiency in the pressure points listed in the currently approved AZ POST Defensive Tactics lesson plan.
- 8.5.24 ***Demonstrate*** proficiency in ground defense and survival techniques listed in the currently approved AZ POST Defensive Tactics lesson plan.
- 8.5.25 Identify the safety concerns associated with the use of the carotid restraint.

8.5.26 ***Demonstrate*** proficiency in the following close-quarter crisis management techniques:

- A. Close-quarter edged weapon defense.
- B. Close-quarter impact weapon defense.
- C. Weapon retention techniques.
- D. Close-quarter ballistic weapon defense.

8.5.27 Identify the impact weapon target areas for the straight handle, side handle or expandable baton as specified in the AZ POST Defensive Tactics Instructor lesson plan.

- A. Primary striking points – large muscle groups aiming at primary nerve groups:
 - 1. Common peroneal nerve.
 - 2. Femoral nerve.
 - 3. Radial nerve.
 - 4. Median nerve.
 - 5. Tibial nerve (optional).

- B. Secondary anatomical points (caution must be used when striking these points since the potential for serious injury still remains):
 - 1. Elbow joint.
 - 2. Back of hand.
 - 3. Knee joint.
 - 4. Achilles tendon.
 - 5. Inside of wrist.
 - 6. Shin.
 - 7. Lower abdomen.
 - 8. Instep.

- C. Serious injury anatomical points (points which when struck, are highly susceptible to serious injury and may result in death):
 - 1. Temple.
 - 2. Eye.
 - 3. Tail bone.
 - 4. Throat.
 - 5. Groin.
 - 6. Ears.
 - 7. Bridge of nose.
 - 8. Collarbone.
 - 9. Back of neck.
 - 10. Spine.
 - 11. Hollow behind ears.
 - 12. Kidney.
 - 13. Upper lip.
 - 14. Solar plexus.
 - 15. Jaw.

- D. Deadly force: As a general rule and whenever deadly force is not justified, avoid the head and neck area of the body.
- 8.5.28 Using your departmental-issued baton, ***demonstrate*** proficiency in performing the impact weapon techniques as specified in the AZ POST Defensive Tactics Instructor lesson plan:
- A. Straight handle baton ***or***
 - B. Side handle baton ***or***
 - C. Expandable baton.

8.6 Vehicle Operations

A discussion of basic defensive driving techniques and hazardous road conditions. The dynamics of a moving vehicle and the driving task are discussed.

PERFORMANCE OBJECTIVES:

- 8.6.1 Identify the following as factors which contribute to traffic accidents:
- A. Over-confidence.
 - B. Self-righteousness.
 - C. Impatience.
 - D. Preoccupation.
 - E. Peer pressure.
- 8.6.2 Identify the following components of vehicle operation:
- A. Offensive/Assertive driving.
 - B. Defensive driving.
 - C. Driver attitude.
 - D. Driver skill.
 - E. Driving conditions.
 - F. Vehicle capability.
- 8.6.3 Identify the following effects of fatigue on perceptual performance:
- A. Decreased visual efficiency.
 - B. Longer perception time.
 - C. Longer decision/reaction time.
 - D. Impaired judgment.
- 8.6.4 Identify the following factors and how they relate to the total stopping distance of a vehicle:
- A. Perception/reaction time.
 - B. Braking distance.
 - C. Vehicle condition.
 - D. Road surfaces.
 - E. Weather conditions.

- 8.6.5 Identify the driving movements or activities that are most frequently associated with police vehicle collisions.
- 8.6.6 Identify the effects of speed upon a vehicle that is:
- A. Turning.
 - B. Accelerating.
 - C. Braking.
- 8.6.7 Identify the following reasons for using seat belts properly:
- A. Reduce the chances of injury or death.
 - B. Provide for better vehicle control.
 - C. Comply with the law and agency policy.
- 8.6.8 Identify the limitations of law enforcement vehicle emergency warning devices (e.g., lights, siren, etc.).
- 8.6.9 Identify tactics which can be used by the driver of a vehicle that comes under attack to include:
- A. Accelerating through the “kill zone.”
 - B. Turning the vehicle right or left into the nearest available cover.
 - C. Abandoning the vehicle.
 - D. Reverse direction utilizing a reverse 180° turn to create distance.

8.7 Pursuit Operations

A hands-on study of vehicle pursuits and high-speed response procedures where students are required to drive a vehicle under simulated conditions. Techniques for high-speed vehicle control, reduction of risk and methods to successfully stop fleeing vehicles are described. Mechanical and human limitations as well as liability factors related to pursuits are emphasized.

PERFORMANCE OBJECTIVES:

- 8.7.1 Identify what constitutes “pursuit driving” per A.R.S. §§28-622.01, 28-624 and 28-1595(A).
- 8.7.2 Identify the factors that affect personal liability while operating a vehicle under emergency and pursuit conditions to include:
- A. A.R.S. §28-624 which specifies **due regard** limitations.
 - B. Departmental policy and procedures.
 - C. Moral obligation.
- 8.7.3 Identify the policies of the individual’s employing agency with regard to:
- A. Vehicle pursuits.
 - B. Emergency vehicle operations.

- 8.7.4 ***Demonstrate*** proper road position, throttle control, braking and steering accuracy (both forward and backward) while performing a series of driving exercises to include:
- A. Turning.
 - B. Backing.
 - C. Skids.
 - D. Accelerating.
 - E. Braking.
 - F. Lane changes.
 - G. Escape maneuver that successfully utilizes a reverse 180° turn within a 30' lane.
- 8.7.5 ***Demonstrate*** by successfully completing a required exercise which addresses the ability to safely operate and control a law enforcement-equipped vehicle applying proper driving and communication techniques while avoiding hazardous situations.
- 8.7.6 Identify the principles, driver limitations and vehicle limitations associated with operating a vehicle under emergency conditions:
- A. Principles
 - 1. Emergency response driving
 - 2. Pursuit driving.
 - B. Driver limitations (Human factors of officer and violator).
 - 1. Ethical and moral factors.
 - 2. Psychological factors.
 - C. Vehicle limitations
 - 1. Environmental factors.
 - 2. Vehicle factors.