

# Area 100 Introduction to Law Enforcement

- 100A Orientation to Basic Training
- 102 Police Ethics and Moral Issues
- 103 Police Authority and Discretion
- 104 History of Policing & Civil Rights Movement
- 105 Community Research Project

## 100-A ORIENTATION TO BASIC TRAINING (4 hours)

### INSTRUCTIONAL GOAL:

The recruit will understand his relationship to the Connecticut Police Academy (CPA) and the rules and regulations under which it operates.

### PERFORMANCE OBJECTIVES:

- 1) Identify the organization and staff functions of the CPA.
- 2) Define role, task and behavioral objectives, and describe how behavioral objectives relate to examinations.
- 3) Identify the rules and regulations of the CPA.
- 4) Identify testing procedures and the relative weight attached to each test.
- 5) Identify the chain of command for daily interaction while at the CPA.
- 6) Identify policy and procedures regarding life threatening situations.
- 7) Familiarize recruits with the layout and operation of the physical plant.
- 8) Introduce key personnel with whom recruits will interact.

## 102 POLICE ETHICS & MORAL ISSUES (2 hours)

### INSTRUCTIONAL GOAL:

Through this course, the recruit will understand the necessity for high standards of ethical and moral behavior on the part of the law enforcement officer on and off duty.

The consequences of unethical or immoral conduct on the part of the officer will also be discussed. Included in this will be gratuities, favoritism, various temptations, dishonesty, and the misuse of confidential information and authority. The Law Enforcement Code of Ethics and the Canon of Police Ethics will be discussed and related to daily law enforcement activity.

### PERFORMANCE OBJECTIVES:

- 1) Define the terms "ethics" and "professionalism."
- 2) Identify why the highest ethical and moral standards are necessary for law enforcement officers.
- 3) Define the Law Enforcement Code of Ethics and the Canon of Police Ethics and identify how they relate in terms of action and performances.
- 4) Identify how immoral conduct by an officer adversely affects the officer in the performance of his official duties.
- 5) Recognize those situations within his jurisdiction which may lead him to act in an unethical or immoral manner i.e., gratuities, drinking alcoholic beverages, adultery or immoral behavior, petty larceny, non-enforcement, vindictive attitude, and the appropriate reactions to these situations.
- 6) Identify law enforcement officer rights and their relevance to appropriate professional behavior.
- 7) Comprehend the concept that a high standard of ethical and moral conduct is an essential ingredient in the development of a professional law enforcement officer.
- 8) Explain the fact that officers build or adversely affect the public attitude toward their department and law enforcement in general by their every action.
- 9) Identify unfavorable public stereotypes of the police.

## 103 POLICE AUTHORITY AND DISCRETION (2 hours)

### INSTRUCTIONAL GOAL:

This course will cover: the source of police authority, the judicious and proper use of such authority, the need for and importance of discretion on the part of law enforcement officers in the performance of their duties, possible consequences of such discretion and viable alternatives to be considered while performing law enforcement functions.

### PERFORMANCE OBJECTIVES:

- 1) Identify federal, state, and local sources of police authority.
- 2) Identify contemporary community standards that affect law enforcement.
- 3) Identify factors which prevent 100 percent enforcement of all laws.
- 4) Identify the relationship between the authority of the local officer and the dictates of the community.
- 5) Define what is meant by "police discretion."
- 6) Define "Selective Enforcement."
- 7) Identify factors influencing police discretion and the probable consequences of the use of police authority associated with various violations, e.g.;
  - a) The high speed pursuit of a minor traffic violator.
  - b) Failure to take action for minor violations involving neighborhood disputes, e.g.; (loud music, boundary disputes, children related problems, landlord-tenant).
  - c) Merchant's demand for an arrest of 80-year-old female in minor shoplifting case.
  - d) Minor traffic incidents.
  - e) Crimes of zero tolerance.
  - f) Types of crimes conducive to selective enforcement.
- 8) Identify acceptable police actions in situations such as above including custodial arrest, warrant applications, summons, warnings, as well as other viable alternatives to the arrest process.

## 104 HISTORY OF POLICING AND CIVIL RIGHTS MOVEMENT (4 hours)

### INSTRUCTIONAL GOAL:

The course will develop the recruits understanding of the history of American policing from its inception and evolution to modern times. The course will explore social justice and the role that American policing has had on communities of color.

### PERFORMANCE OBJECTIVES:

Through lecture and discussion, the recruits will learn about and explore:

- 1) The creation of laws
- 2) The early days of American Law Enforcement
- 3) History of Modern American Policing
- 4) The Three Eras of Policing
- 5) Professionalism in Policing
- 6) Community Orientated Policing
- 7) Problem Orientated Policing
- 8) 21st Century Policing
- 9) Policing in communities of color

Social Justice Components of the Class should include discussion on the following events and laws and how they have affected relationships between Police and the Public served.

- 1) Slave Patrols
- 2) Black Code
- 3) Jim Crow Laws
- 4) Separate but Equal
- 5) The Great Migration
- 6) Civil Rights Era
- 7) Congress of Racial Equality
- 8) Civil rights Act of 1964
- 9) Transitional Justice
- 10) Case studies of recent law enforcement events

**INSTRUCTIONAL GOAL:**

Through this course, the recruit will discuss and research the town they were hired to serve, the surrounding communities as well as the State. The recruit will explore the similarities and disparities between the towns/cities to gain a better understanding of socio-economic issues, racial demographics, and community resources available to the citizens.

**Performance Objectives**

In a classroom setting (2 hours within first two weeks of academy session) the recruit will be presented research Assignment to achieve the following:

1. Gain an understanding of the community they are hired to serve.
2. Identify the style of government, employers, racial and socioeconomic make up of their community.
3. Gain knowledge on the surrounding communities that border their community.
4. Identify the style of government, employers, racial and socio-economic make-up of the surrounding Communities.
5. Explore the similarities and differences between their community and the surrounding communities.
6. Identify local resources available to citizens and how to connect the public with those resources.
  - Examples to include but not limited to.
  - Social Services
  - Aging and Disability Resources
  - Mental Health and Addiction Services
  - Domestic Violence Shelters/Centers
  - Suicide Outreach and Prevention
  - Youth Services/Juvenile Review Board
  - EAP Resources
  - Local Community Resource Agencies
  - Sexual Assault Crisis Centers
  - Victim Services
  - Homeless Outreach
  - City/Town Leaders, (Boards, Commissions, Civil Leaders, Volunteer Organizations)
7. Identify regional resources available to citizens and how to connect the public with those resources.
8. Explore, through discussion, how the recruit's individual contact(s) with citizens affects local, regional and Views and interactions with law enforcement.
9. Presentation (4 hours within last month of academy session); recruits will present their research to the class to demonstrate an understanding of their community and community issues, demonstrate resources available to their agency and surrounding towns as well as problem solving strategies to combat these issues.
10. Recruits from State Agencies (i.e. Encon, DMV) or Non-Traditional Agencies with no set geographical boundaries will research a geographical area at the discretion of the instructor based on a review of communities the agency serves and areas not covered by other departments present in the class.
11. State Police Trooper Trainees, due to the nature of their assignments will research areas in a cohort based on the geographical area of each Troop. Trooper cohorts will present their research to the entire class to demonstrate an understanding of the communities served by the individual Troops, community issues and resources available to their agency at the local and State level as well as problem solving strategies to combat these issues.

## 200 Police and the Law

- 201 Constitutional Law
- 202 Connecticut Liquor Laws
- 203 Civil Liability
- 204 Connecticut Criminal Law
- 205 Immigration Law
- 206 Laws of Evidence
- 207 Laws of Arrest
- 208 Search and Seizure
- 208-A Search Warrant Preparation
- 209 Use of Force
- 210 Hunting Laws
- 211 Weapons and Permits
- 212 Courtroom Testimony and Demeanor
- 213 Landlord Tenant Disputes

## 201 CONSTITUTIONAL LAW (4 hours)

### INSTRUCTIONAL GOAL:

This course will cover the purposes, general provisions, individual's rights and law enforcement restraints in the United States and Connecticut Constitutions.

### PERFORMANCE OBJECTIVES:

- 1) Identify the development and purposes of the United States Constitution.
- 2) Define the Bill of Rights and identify why it applies to the states.
- 3) Identify the specific Constitutional Amendments that are applicable to criminal Justice.
- 4) Identify the role of the Supreme Court as the interpreter of the Constitution.
- 5) Identify the purpose of the Connecticut Constitution.
- 6) Identify the major similarities / differences between the United States and Connecticut Constitutions.
- 7) Define civil rights of citizens.
- 8) Define civil rights violations.
- 9) Define "Statute of Limitations" and identify methods to determine applicable statute of limitation to a particular case.



## 202 CONNECTICUT LIQUOR LAWS (2 hours)

### INSTRUCTIONAL GOAL:

The responsibilities of the patrol officer for the enforcement of the Connecticut Liquor Laws and Regulations will be discussed. Emphasis will be placed on the procedures for recognizing and handling violations of the liquor laws.

### PERFORMANCE OBJECTIVES:

- 1) Recognize liquor law violations commonly encountered by law enforcement officers.
- 2) Identify procedures to conduct sale to minor investigations.
- 3) Identify process to pursue administrative hearings.
- 4) Identify establishment record keeping responsibilities.
- 5) Identify licenses and requirements.
- 6) Identify false forms of identification.
- 7) Identify the meaning of "decriminalization of alcohol" and its relevance to law enforcement and applicable state laws.
- 8) Identify the types of community resources to which local law enforcement can look for help with alcohol-related problems.
- 9) Identify and explain the proper procedures for implementing civil statutes relating to intoxicated or incapacitated persons.
- 10) Recognize the Connecticut Statutes pertaining to the seizing and destruction of illegal alcoholic beverages and related manufacturing equipment.

## 203 CIVIL LIABILITY (9 hours)

### INSTRUCTIONAL GOAL:

This course is designed to make the recruit aware of liability risks and recommend certain actions to help them avoid civil suits and if necessary, assist in an effective and adequate defense in a legal action.

### PERFORMANCE OBJECTIVES:

- 1) Identify the elements of Federal Civil Rights Statutes and how they serve as a basis against police.
- 2) Identify state indemnification statutes and principles to help officers understand the personal risks in police misconduct cases.
- 3) Understand the basis for lawsuits related to investigative detention and false arrests and the most common reasons why police officers are sued for such torts.
- 4) Understand the basis for excessive use of force lawsuits including non-lethal and deadly use of force and how officers can avoid being sued for excessive use of force.
- 5) Understand the basis for the most common ways in which officers are sued for illegal search and seizure and how to avoid such claims.
- 6) Identify duty statutes which create a basis for failure to protect claims and identify non-statutory basis for failure to protect lawsuits.
- 7) Understand basic principles of tort liability for police pursuits.
- 8) Identify federal and state statutes that relate to civil and criminal liability of local law enforcement officers.
- 9) Identify the elements of a cause of action for negligence in the performance of police duties.
- 10) Identify the defense of qualified immunity as it pertains to false arrest and/or the use of force.
- 11) Explain the process involving civil suits and the officer as a defendant.

## 204 CONNECTICUT CRIMINAL LAW (31 hours)

### INSTRUCTIONAL GOAL:

This course is designed to familiarize the recruit with the criminal statutes contained in the Connecticut General Statutes. Emphasis will be placed on the importance of understanding and recognizing each element: of an offense. Focus will be placed upon offenses most frequently encountered by law enforcement officers.

### PERFORMANCE OBJECTIVES:

- 1) Identify the ethical issues which may affect the law enforcement officer in enforcing the Connecticut Criminal Laws.
- 2) Define:
  - a) Criminal Law
  - b) Crime
  - c) Difference between civil and criminal
  - d) Proof beyond a reasonable doubt
  - e) Affirmative defense
  - f) Elements of the crime
- 3) Recognize circumstances which fall within the territorial jurisdiction of the state.
- 4) Define:
  - a) Act
  - b) Omission
  - c) Possession
- 5) Identify and explain the various definitions located within the Connecticut Penal Code.
- 6) Recognize and identify the statutes relating to Statutory Construction, Principles of Criminal Liability, Inchoate Offenses and Sentences and Sentencing Procedures under the Connecticut Penal Code.
- 7) Recognize and define the circumstances which constitute offenses against the person under the 53 sections of the General Statutes and offenses related to Homicide, Assault, Sex, Bigamy, Incest, Obscenity, Public Indecency and Kidnapping under the Connecticut Penal Code.
- 8) Recognize and define circumstances which constitute offenses against private property under the 53 sections of the General Statutes and offenses related to Burglary, Trespass, Arson, and Criminal Mischief under the Connecticut Penal Code.
- 9) Recognize and define circumstances which constitute offenses against public justice under the 53 sections of the General Statutes and offenses related to Bribery, Escape, Coercion, and the Administration of Justice under the Connecticut Penal Code.
- 10) Recognize and define the circumstances which constitute Robbery, Larceny, and Forgery under the Connecticut Penal Code.
- 11) Recognize and define when police officers and citizens may use physical or deadly physical force.
- 12) Recognize and define circumstances which constitute offenses against the public peace under the 53 sections of the General Statutes and offenses related to Breach of the Peace, Creating a Public Disturbance, Intimidation Based on Bigotry or Bias, Stalking, Disorderly Conduct, Obstructing Free Passage, Riot, Loitering and Harassment under the Connecticut Penal Code.

- 13) Recognize and define circumstances which constitute offenses against Tampering with Private Communications and Eavesdropping under the Connecticut Penal Code.
- 14) Recognize and define circumstances which constitute Computer-Related Offenses, and Money Laundering under the Connecticut Penal Code.
- 15) Recognize and define circumstances which constitute Miscellaneous Offenses under the Connecticut Penal Code.
- 16) Identify the legal definition of identity theft.
- 17) Identify laws related to air/water pollution.

## 205 IMMIGRATION LAW (2 hours)

### INSTRUCTIONAL GOAL:

The goal of this block of instruction is to provide an overview of immigrant issues as they relate to law enforcement and principal components of immigration law.

### INSTRUCTIONAL OBJECTIVES:

1. Identify and assess system barriers to immigrant victims attempting to access the justice system.
2. Recognize and articulate immigrant realities that may impede their access to justice system.
3. Demonstrate familiarity with federal immigration law and remedies available to immigrant victims.
4. Explain and apply immigrant victims' rights.
5. Understand what law enforcement can do to assist with immigration petitions.
6. Distinguish their role from that of ICE when encountering immigrants.
7. Interview immigrant victims and suspects using language- and culturally appropriate methods.
8. Identify predominant aggressor when there is a language barrier.
9. Write reports that will facilitate/will not jeopardize victim's immigration case.
10. Apply an understanding of different immigrant cultures to victim interviewing.
11. Coordinate with the multiple system players in cases involving immigrant victims.
12. Identify strategies that can help them better work with immigrant victims.

## 206 LAWS OF EVIDENCE (7 hours)

### INSTRUCTIONAL GOAL:

This course is designed to help the recruit to: understand the historical evolution of evidentiary rules, establish a general framework and understanding of the reasons for rules of evidence, and to develop an awareness of and an appreciation for evidentiary rules. Upon completion of the course, the recruit will have a working knowledge of the most notable evidentiary rules as they relate to a police officer in the performance of his duties.

### PERFORMANCE OBJECTIVES:

- 1) Explain the development of the rules of evidence in the United States.
- 2) Compare and contrast rules of evidence in civil versus criminal cases.
- 3) Chart the pretrial flow of evidence.
- 4) Define the following terms and explain their importance as well as how they impact on a law enforcement officer and the law enforcement function:
  - a) Probable Cause Hearing
  - b) Arraignment
  - c) Mistrial
  - d) Discovery
  - e) Evidence
  - f) Legal Evidence
  - g) Direct Evidence
  - h) Testimony
  - i) Documentary Evidence
  - j) Prima Facie Evidence
  - k) Stipulations
  - l) Impeachment
  - m) Corroborative Evidence
  - n) Lay v. Expert Witness
  - o) Best Evidence Rule
  - p) Hearsay Evidence & Exclusions
  - q) Direct v. Cross Examination
  - r) Dying Declarations
  - s) Probable Cause Hearing
  - t) Proof Beyond Reasonable Doubt
  - u) Affirmative Defenses
  - v) Competent Evidence
  - w) Legislative Law
  - x) Preponderance of Evidence
  - y) Clear & Convincing Evidence
  - z) Privilege
  - aa) Opinion Evidence
  - bb) Subpoena
  - cc) Hung Jury
  - dd) Motive vs. Intent
  - ee) Character vs. Reputation
  - ff) Charge by way of Information
  - gg) Circumstantial Evidence
  - hh) Judicial Notice
  - ii) Real Evidence
  - jj) Presumptions
  - kk) Separation of witnesses
  - ll) Leading Question
  - mm) Material Evidence
  - nn) Corpus delicti
  - oo) Self-incrimination Privilege
  - pp) Burden of Proof
  - qq) Presumption of Innocence
  - rr) Jury Function
  - ss) Weight of Evidence
  - tt) Proof
  - uu) Demonstrative Evidence
  - vv) Suppression Hearings
  - ww) Discovery
  - xx) Chain of Custody
    - i) Husband-wife
    - ii) Lawyer-client
    - iii) Physician-patient
    - iv) Religious
    - v) Case worker -juvenile
    - vi) Identity of informant
- 6) Identify the role of a judge.
- 7) Identify the role of the law enforcement officer.

- 8) Identify the role of the prosecutor.
- 9) Identify the role of the defense attorney.
- 10) Identify the role of the police officer's civil defense attorney.

## 207 LAWS OF ARREST (24 hours)

### INSTRUCTIONAL GOAL:

This course will cover the legal parameters of arrest authority, the elements of valid arrests and the circumstances affecting the performance of an arrest.

### PERFORMANCE OBJECTIVES:

- 1) Identify the ethical issues related to arresting persons.
- 2) Identify elements giving rise to probable cause.
- 3) Recognize circumstances when arrest without warrant is authorized.
- 4) Define arrest warrant.
- 5) Identify procedures for obtaining an arrest warrant.
- 6) Identify requisites of an arrest warrant.
- 7) Identify procedures for executing an arrest warrant.
- 8) Identify procedures to follow upon arrest of suspect.
- 9) Identify Connecticut General Statutes relative to release of arrested persons.
- 10) Identify requisite content of a summons and arrest warrant.
- 11) Define reasonable suspicion.
- 12) Define frisk.
- 13) Recognize circumstances when a stop is authorized.
- 14) Recognize circumstances when a frisk is authorized.
- 15) Define procedures to verify warrant validity before execution.
- 16) Explain the impact of *Malley v. Briggs* on the arrest warrant process.
- 17) Explain legal principles and pertinent court decisions which determine to what extent and under what circumstances a law enforcement officer may interfere with a person's constitutional rights and liberties.
- 18) Explain intrusion and what standard of proof must be attained in order to legally justify that act.
- 19) Define "Fruits and Instrumentalities," "Mere Evidence," and "Contraband."
- 20) Demonstrate a lawful arrest in keeping with both the constitutional protections against unreasonable seizures of persons and State Law.
- 21) Describe the criminal and civil penalties for making an illegal arrest.
- 22) Describe special situations which are not governed by the normal arrest.
- 23) Practical exercise will include demonstration of techniques related to obtaining arrest warrants.
- 24) Identify Connecticut General Statutes relating to arrest.
- 25) Define "Reasonable Grounds / Probable Cause."
- 26) Define "Speedy Information."
- 27) Define "In-The Act."
- 28) Define "Precinct."
- 29) Define "Jurisdiction."
- 30) Define "Arrest."
- 31) Define "Felony" and "Misdemeanor."
- 32) Define "Fresh Pursuit" and "Immediate Pursuit."
- 33) Identify Connecticut General Statutes relative to arraignment of arrested persons.
- 34) Identify the circumstances under which an officer may ask a citizen to assist in an apprehension.
- 35) Identify laws and procedures related to taking into custody a person detained by a citizen.



## 208 SEARCH AND SEIZURE (36 hours)

### INSTRUCTIONAL GOAL:

This course will address the exceptions, principles, procedural requirements, constitutional law, statutory law and case law relating to search & seizure.

### PERFORMANCE OBJECTIVES:

- 1) Explain the history and development of search and seizure in the United States.
- 2) Identify 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> Amendment protections under the U. S. Constitution.
- 3) Explain "Due Process" under the 14<sup>th</sup> Amendment to the U.S. Constitution as it relates to search and seizure by state and local officers.
- 4) Define "Search," "Seizure," and "Probable Cause."
- 5) Define the "Exclusionary Rule" and identify the Rule's effect on the law enforcement function and admissibility of evidence.
- 6) Recognize: circumstances that are exceptions to the search warrant requirement (non-search concepts) e.g.; Plain View, Abandonment, Third-party Search, and Stop & Frisk (Terry Doctrine).
- 7) Explain Article 1, Section 7 and Article 1, Section 9, of the Connecticut Constitution that relate to search & seizure.
- 8) Explain the Connecticut Statutes pertaining to search warrants with respect to:
- 9) Issuance of the warrant:
  - a) Probable Cause, Oath, Particularity
  - b) Service of warrants: who can serve warrants, service within ten (10) days
  - c) Search of persons: body search and strip search
  - d) Administrative requirements: copies of warrant to court clerk
  - e) Statutory prohibitions against interference with search and destruction of evidence
- 10) Explain the development of informant information as a basis for establishing probable cause for a search warrant:
- 11) Confidential informant:
  - a) Tested and reliable
  - b) Confidential informant: first-time use
  - c) Citizen informant
  - d) Anonymous informant
- 12) Identify the legal procedures for executing a search warrant: "Knock and Announce" rule.
- 13) Identify procedures for searching a premises with a warrant and the limits of detentions and searches of persons on the search premises.
- 14) Discuss recognized exceptions to the warrant requirement regarding search of persons or property e.g.;
  - a) Incident to arrest/ valid scope of search
  - b) Valid consent: voluntary
  - c) Open fields doctrine/ curtilage
  - d) Caretaking and Inventory searches
  - e) Exigent Circumstances, Emergency Doctrine and Hot Pursuit
  - f) Public Safety
- 15) Explain the "Terry Doctrine" and its application to various circumstances including at scene identifications.

- 16) Identify current court decisions regarding searching vehicles and containers within vehicles without a warrant e.g.;
  - a) Incident to lawful custodial arrest
  - b) Probable Cause
  - c) Inventory
  - d) Caretaking function
  - e) Consent
  - f) Protective Search
- 17) Define frisk.
- 18) Recognize circumstances when a stop is authorized.
- 19) Recognize circumstances when a frisk is authorized.
- 20) Identify basic practices and forms related to conducting an inventory of property seized during service of a search warrant.
- 21) Identify legal obligation of officer to inventory and record prisoner's personal property.

208a SEARCH WARRANT PREPARATION (4 hours)

Practical exercise regarding filling out, obtaining and serving search warrants.

## 209 USE OF FORCE (14 hours)

### INSTRUCTIONAL GOAL:

This course will review legal authorization and constitutional limitations of use of force in performing law enforcement functions. This course will focus on Constitutional amendments and clearly established laws as it pertains to the use of force.

### PERFORMANCE OBJECTIVES:

- 1) Define: Use of Force; e.g.
  - a) Serious Physical Injury \
  - b) Physical Injury
  - c) Deadly Physical Force
  - d) Physical Force
  - e) Probable Cause
  - f) Reasonable Suspicion
  - g) Seizure
  - h) Custody
  - i) Arrest
  - j) Immediate
  - k) Imminent
  - l) Brandished
  - m) Deadly Weapon
  - n) Offense
  - o) Excessive Force
2. Dangerous Instrument Identify the different levels of suspect resistance.
  - a. Passive Resistance
  - b. Defensive Resistance
  - c. Active Resistance
  - d. Aggravated Active Resistance
3. Identify the primary goal of the use of force, as it relates to Law Enforcement
  - a. Protect self or others
  - b. Effect an arrest or prevent an escape
  - c. Prevent self-harm
  - d. Execute a search warrant
4. Identify the focus of the 4<sup>th</sup> Amendment and how it relates to Use of Force
5. Identify the focus of the 8<sup>th</sup> Amendment and how it relates to Use of Force
6. Identify the focus of the 14<sup>th</sup> Amendment and how it relates to Use of Force
7. Identify Connecticut General Statutes that governs Law Enforcement Use of Force
8. Identify the two primary U.S. Supreme Court cases that pertain to Use of Force;
  - a. Tennessee v. Garner
  - b. Graham v. Connor
9. Identify the two requirements to use force
  - a. The officer must have Lawful Authority
  - b. The officer must have a Lawful Objective for taking action
10. Identify the two ways a seizure can occur under the 4<sup>th</sup> amendment as it applies to Use of Force

- a. Application of Force
  - b. Submission to the officer's show of authority
11. Identify and discuss the "Objective Reasonableness" test of the 4<sup>th</sup> amendment
  12. Identify and discuss the Threat Triangle, and the three prongs of suspect assessment.
    - a. Ability
    - b. Opportunity
    - c. Intent (determined by physical cues)
  13. Identify and Discuss the four prong test of Reasonableness;
    - a. Lawful Purpose of the Force
    - b. Threat to Officer(s) and/or others
    - c. Severity of the crime
    - d. Suspect actively resisting or attempting to evade seizure
  14. Discuss reasonable decision making as it applies to the deployment of counter force options.
  15. Discuss U.S. Supreme Court case Scott v. Harris as it applies to use of force
  16. Utilize officer/subject factors along with totality of circumstances to promote reasonable tactical decision making, i.e. time/distance, officer size/ability, subject size/ability, etc...
  17. Identify the circumstances when de-escalation of force would be appropriate.
  18. Identify the methods and/or words used to implement a de-escalation of force.
  19. Identify the effect of excessive force on the lawfulness of arrest, and the admissibility of seized evidence.
  20. Recognize potential civil and criminal liability for unreasonable use of force.
  21. Identify the parameters when an officer would be legally bound to prevent another officer's perceived excessive force.
  22. Discuss and identify the components of use of force reporting.
    - a. Setting the scene
    - b. Suspects specific and detailed actions & statements
    - c. Officer's observations and perception
    - d. Officer's verbal commands
    - e. Officer's detailed actions
  23. Identify and discuss Connecticut State Statutes that pertain to civilian use of force

## 210 HUNTING LAWS (1 hour)

### INSTRUCTIONAL GOAL:

The purpose of this course is to introduce the recruit to common hunting related violations that they may encounter while performing their duties. The course will also cover the functions of Conservation Officers and the assistance they can provide to local law enforcement officers.

### PERFORMANCE OBJECTIVES:

- 1) Demonstrate how to interpret and utilize the Connecticut Hunting and Trapping Field Guide.
- 2) Demonstrate how to interpret and utilize the Federal Waterfowl Hunting Guide.
- 3) Identify the responsibility of a Conservation Officer when a hunting accident has occurred.
- 4) Identify why an individual who is arrested for a hunting violation must be reported to the local Conservation Officer.
- 5) Identify the Connecticut hunting laws that a local law enforcement officer will most likely become involved with during normal patrol duties.
- 6) Identify the forms of assistance that Conservation Officers can provide to local law enforcement officers and appropriate contact information.
- 7) Identify how local law enforcement officers can assist Conservation Officers.

## 211 WEAPONS AND PERMITS (2 hours)

### INSTRUCTIONAL GOAL:

The purpose of this course is to familiarize recruits with the Connecticut State Statutes and federal laws relative to various weapons and weapon permits.

### PERFORMANCE OBJECTIVES:

- 1) Identify the Connecticut Statutes relative to the illegal sale, carrying of, and safe securing, of various weapons such as: rifles, shotguns, pistols, knives, blackjacks, and facsimile firearms.
- 2) Identify the Connecticut State Statutes relative to the various permits and permit application and revocation procedures for weapons.
- 3) Explain the difference between "deadly weapons," and "dangerous instruments."
- 4) Identify the federal laws applicable to "deadly weapons" and "dangerous instruments" that would be of interest to Connecticut Law Enforcement Officers.

## 212 COURTROOM TESTIMONY AND DEMEANOR (4 hours)

### INSTRUCTIONAL GOAL:

This course will cover pretrial responsibilities, personal appearance, courtroom demeanor, and testimony.

### PERFORMANCE OBJECTIVES:

- 1) Identify the ethical issues which may affect the law enforcement officer as he prepares for or testifies in civil or criminal trials.
- 2) Identify the need to maintain harmonious prosecutor / police relations.
- 3) Identify the need to confer with the prosecutor regarding the case prior to testimony.
- 4) Identify need to check that witnesses are ready for court testimony.
- 5) Identify the need to maintain confidentiality.
- 6) Identify proper procedure for appearance in courtroom including attire.
- 7) Identify proper procedure to present evidence in legal proceedings.
- 8) Identify proper techniques in providing testimony.
- 9) Identify the need to discuss problems regarding a past case that should be corrected in future cases with the prosecutor.
- 10) Identify the relationship between successful prosecution and police reports.
- 11) Identify situations and procedures when an officer may testify in court.
- 12) Identify the pre-trial responsibilities and procedures of an officer.
- 13) Identify non-verbal attributes that affect the officer's testimony.
- 14) Identify proper reaction or response to common tactics used by defense counsel.
- 15) Identify procedures to follow when the officer has completed his testimony.
- 16) Demonstrate or critique the use of notes when testifying.
- 17) Identify those areas of special concern when an officer is preparing to testify or is testifying as a plaintiff in a civil action.

Practical exercise will include demonstration of presenting testimony via a Mock Trial.



## 213 LANDLORD TENANT LAW (2 hours)

### INSTRUCTIONAL GOAL:

To provide police recruits with an overview of land-lord tenant law in Connecticut in order to familiarize them with situations found in regular environment. A basic understanding to assist in decision making and appropriate referrals is intended as the principal outcome.

### PERFORMANCE OBJECTIVES:

1. Identify the basic principles of civil law and the relationship to criminal law enforcement.
2. Define Lockouts (illegality of landlord self-help)
3. Understand the role of the police officer in preventing violence and restoring unlawfully locked out tenants.
4. Identify basic principles of tenancy and the right of possession.
5. Determine who controls the dwelling unit.
6. Identify the Relevance of a "lease".
7. Identify the Irrelevance of non-payment of rent.
8. Understand the Need for summary process judgment and implementation by state marshal.
9. Understand the Legalities relevant to different types of occupancy.
10. Define the different Types of buildings,
  - a. Apartments
  - b. Rooming and boarding houses
  - c. Group homes
  - d. Hotels, motels, and the concept of transient occupancy
  - e. Other exceptions to the landlord-tenant laws
11. Define the different Types of occupants
  - a. Primary tenants
  - b. Spouses, children, boyfriends and girlfriends, guests, and other persons who took occupancy with the tenant's consent (but not necessarily with the landlord's consent)
  - c. Co-tenants
  - d. Persons who took occupancy without the consent of either the landlord or the tenant (trespassers)
  - e. Other
12. Understand the circumstances that create heat and utility shutoffs.
13. Understand the Role of the police officer in preventing hazardous conditions and threats to public health and restoring services.
14. Understand the Interrelationship between police officer and municipal housing and health departments.
15. Identify the laws prohibiting shutoffs.
16. Understand the difference between deliberate shutoffs vs. failure to repair systems that break down.
17. Define "No heat" as a special case and the use of thermometers.
18. Understand the utility company obligations to restore service.

19. Understand the status of Tenant-cause damage to landlord property and the Role of the police officer i.e., civil vs. criminal action.
20. Define the Degrees of intent -- willful vs. reckless vs. negligent.
21. Understand the Interrelationship with housing prosecutors.
22. Understand the History and nature of the housing prosecution unit and to which prosecutors are cases brought.
23. Understand the requirements of housing prosecutors for documentation and evidence.
24. Understand how to contact prosecutors for case consultation and the availability of housing prosecutors for legal guidance in difficult cases.

## 300 Practical Police Skills

- 301 Firearms
- 301A Simunitions
- 301B Rifle
- 301C Night Fire
- 302A Police Baton Training
- 302B OC Spray
- 304 First Responder Course
- 305 Water Safety
- 306 Officer Safety/Mechanics of Restraint and Control
- 306A Handcuffing
- 306B Defensive Tactics
- 307 Practical Skills Day
- 308 Driver Training (replaced w/EVOC)
- 309 EVOC
- 310 Physical Fitness
- 311 [Field Training Evaluation Program](#) (completed at the department)
- 312 De-Escalation Training

## 301 FIREARMS (86 hours, includes 301A, B, C)

### INSTRUCTIONAL GOAL:

The recruit will develop the proper mental attitude and skills essential for becoming totally familiar and competent in the use of firearms. Emphasis will be placed on the principles of handgun and shotgun shooting, care, cleaning, and firearm safety.

### PERFORMANCE OBJECTIVES:

- 1) Identify CPA safety rules associated with firearms and the CPA range.
- 2) Identify various types of police firearms.
- 3) Define the general nomenclature of various firearms.
- 4) Demonstrate proper procedures to:
  - a) Load and unload various types of police firearms and department assigned weapons under normal and stress conditions.
  - b) Disassemble, clean and reassemble department assigned weapons.
  - c) Perform a function check of assigned weapon after the weapon has been reassembled.
  - d) Clear and render service weapon(s) to a safe condition.
  - e) Perform the proper drawing sequence of a service weapon.
  - f) Assume single-action and double-action shooting positions.
  - g) Clear a malfunction.
  - h) Combat reload and clear a malfunction with one hand.
  - i) Utilize proper cover & concealment / Roll Out Techniques.
  - j) Engage multi-adversaries.
  - k) Score and analyze targets.
  - l) Assume the correct defensive stance for maximum protection capability of softbody armor.
  - m) Choose proper threat level for soft body armor.
  - n) Protect against "ricochet/skip" shooting.
  - o) Remove and replace shotguns/rifles from weapon holders in law enforcement vehicles.
  - p) Approach and control a potential assailant in close quarters.
- 5) Explain the difference between concealment and cover.
- 6) Describe the psychological and physiological effects of stress as related to the color codes of danger.
- 7) Identify the four (4) steps involved in shooting:
  - a) Proper grip
  - b) Proper stance
  - c) Trigger control
  - d) Sight alignment & sight picture
- 8) Demonstrate competence with service weapons by shooting a course of fire at a level of proficiency deemed appropriate by the POSTC.
- 9) Demonstrate ability to make proper shoot/no shoot decisions.
- 10) Demonstrate techniques related to firing weapon while holding a flashlight.
- 11) Demonstrate skill in use of firearms in night fire and low light circumstances.
- 12) Demonstrate capacity to use deadly force properly in stressful circumstances.
- 13) Identify the various types of ammunition, penetrating power, and shot spread.
- 14) Identify the psychological effect of the shotgun.

- 15) Identify firearm safety procedures for keeping of firearms in the home.
- 16) Identify Connecticut laws relative to the keeping of firearms in the home.
- 17) Identify Connecticut use of force laws as they relate to firearms.
- 18) Identify federal and state court decisions that relate to firearms.
- 19) Identify other Connecticut laws that relate to firearms.

## 301a FIREARMS REALITY BASED TRAINING (SIMUNITIONS)

### INSTRUCTIONAL GOAL

Recruits will understand shooting decisions and the stresses involved in **shoot/don't shoot** situations while role playing active scenarios using weapons specifically designed to shoot Marking Cartridges.

### PERFORMANCE OBJECTIVES

The recruit will be able to:

1. Understand the use of reality-based training and the safety requirements of this training.
2. Demonstrate the capacity to use deadly force properly in stressful circumstances.
3. Demonstrate the ability to make proper shoot/no shoot decisions.
4. Operate at a high stress level and demonstrate competence under these conditions.

## 301b FIREARMS: RIFLE

### INSTRUCTIONAL GOAL

The recruit will develop the proper mental attitude and skills to become familiar with the handling and use of a rifle. Emphasis will be placed on the care, maintenance, firearm safety and manipulation of the rifle. The recruit will be familiar with the sighting systems of rifles and the firing of the rifle.

### PERFORMANCE OBJECTIVES

The recruit will be able to:

1. List the rifle nomenclature.
2. Demonstrate proper maintenance of the rifle.
3. Demonstrate proper rifle safety.
4. Demonstrate loading and unloading weapons and magazines, properly and safely.
5. Demonstrate the use of proper sighting systems.
6. Demonstrate malfunction drills.
7. Fire weapon for familiarization.
8. Demonstrate transition to/from handguns.
9. Demonstrate proper use of slings and carrying positions.
10. Demonstrate shooting positions.

## 301c FIREARMS NIGHT FIRE

### INSTRUCTIONAL GOAL

The recruit will develop the proper mental attitude and skills essential for low light shooting conditions. Emphasis will be placed on current flashlight techniques and positions. At the end of this course the student will be able to properly identify a target and engage using proper tactics during low-light conditions.

### INSTRUCTIONAL OBJECTIVES

The recruit will be able to

1. Demonstrate tactical use of flashlight.
2. Demonstrate flashlight techniques.
3. Identify target properly.
4. Understand the effect of strobe lights on targets.
5. Demonstrate techniques related to firing a weapon while holding a flashlight.
6. Demonstrate skill in use of firearms in night fire and low light circumstances by shooting a course of fire at a level of proficiency deemed appropriate by the POSTC.



## 302 A POLICE BATON (12 hours)

### INSTRUCTIONAL GOAL:

The recruit will be able to correctly and effectively deploy and utilize the police baton consistent with state and local policies.

### INSTRUCTIONAL OBJECTIVES:

- 1) Identify the nomenclature of the conventional and side-handle police batons.
- 2) Understand the force continuum level represented by the police baton.
- 3) Understand the medical implications and baton target strike points on the human body.
- 4) Understand the baton, handgun, and /or empty-hand counter to a knife or blunt object attack.
- 5) Understand the principle of threat assessment, given an aggressor's capability, opportunity, and intent to deliver injury with an open hand, blunt object, knife, or firearm.
- 6) Identify items that are not weapons (i.e. flashlight) but can be used as such as circumstances dictate.
- 7) Given a practical exercise, proficiently perform the following:
  - a) Basic blocks / strike counters to active aggressive aggravated resistance.
  - b) Basic baton retention techniques.
  - c) A bar-hammerlock or running arm-lock baton takedown into handcuffing procedure.
  - d) Three techniques utilizing only a baton and physical means for removing:
    - i) A seated male and/or female suspect from a vehicle.
    - ii) A standing male and/or female suspect from a public sidewalk.
    - iii) A seated male and/or female suspect from a public place.

## 302 B OC SPRAY (7 hours)

### INSTRUCTIONAL GOAL:

The recruit will be able to correctly and effectively deploy and utilize OC Spray consistent with state and local policies.

### INSTRUCTIONAL OBJECTIVES:

- 1) From a Material Safety Data Sheet, identify the various ingredients and strengths of Oleoresin Capsicum (OC) spray.
- 2) Identify the current legal / policy issues in the use of (OC) spray as a less-lethal force alternative.
- 3) Identify the physical, psychological and physiological effects, benefits and limitations of (OC) spray.
- 4) Identify proper (OC) post-exposure management protocols regarding medical, and decontamination procedures for (OC) spray.
- 5) Identify the recovery time for (OC) spray.
- 6) Identify the most effective (OC) delivery methods.
- 7) Identify the flammable characteristics of (O.C.) spray.
- 8) Identify techniques for transportation to avoid positional asphyxia after the use of (OC).
- 9) Recognize counterforce alternatives that are objectively reasonable, given an attempt by a suspect to contaminate an officer with (OC) spray.
- 10) Identify the placement of (OC) on the Use of Force Continuum.
- 11) Identify pre-existing medical conditions that may be aggravated by (OC).
- 12) Identify the importance of close observation and monitoring of persons that have been sprayed with (OC) for adverse effects including sudden custody death.
- 13) Identify verbal commands/warnings that should accompany the use of (OC). [ALLOC FALLS UNDER 302B]
- 14) Identify the importance of properly documenting the use of (OC).
- 15) Identify tactical considerations in the use of (OC) including various canister, holster, retention, and draw techniques.

## 304 MEDICAL RESPONSE TECHNICIAN (60 hours)

### INSTRUCTIONAL GOAL:

This course will provide the recruit with training in all aspects of emergency medical care required of a rescuer who is not an emergency medical technician. This training will include legal aspects, all life-threatening emergencies and other injuries, examination and evaluation of patients, in the public and prisoners, day-to-day emergencies, illnesses, or medical conditions, and removal of injured persons from vehicles.

### PERFORMANCE OBJECTIVES:

- 1) Identify/Demonstrate proper first responder techniques and/or Procedures to treat for the following injuries, illnesses, medical conditions, and/or aspects of Treatment and patient care:
  - a) Vital signs/patient survey/shock
  - b) Muscular/skeletal injuries
  - c) Wound care/burn care/bleeding/abrasions
  - d) Patient immobilization for suspected spinal injuries
  - e) Cardiopulmonary resuscitation/obstructed airway
    - i) One person CPR (adult, child, and infant)
    - ii) Two person CPR (adult and child)
    - iii) Obstructed airway (adult, child and infant)
      - (1) Conscious victim
      - (2) Unconscious victim
  - f) Breathing aids and oxygen therapy
    - i) Pocket mask techniques
    - ii) Basic Oxygen therapy
  - g) Use of blood-borne pathogen clean-up kits
  - h) Amputations/avulsions
  - i) Animal bites
  - j) Blood-borne pathogens such as, HIV, AIDS, and Hepatitis recognition
  - k) Air-borne pathogens such as Tuberculosis recognition
  - l) Childbirth
  - m) Diabetic coma/insulin shock
  - n) Electrical emergencies
  - o) Epileptic seizures
  - p) External/internal bleeding
  - q) Nosebleed (Epistaxis)
  - r) Eviscerated abdomen
  - s) Gunshot wounds
  - t) Heart attack and related heart conditions
  - u) Heat/cold emergencies.
  - v) Legal aspects
  - w) Overdose of drugs
  - x) Patient evaluation/assessment
  - y) Poisoning
  - z) Skull, spine, and chest injuries

- aa) Soft tissue and internal organ injuries
- bb) Stroke (CVA)
- cc) Sudden Infant Death Syndrome (SIDS)
- dd) Infectious diseases

- 2) Identify the circumstances and or conditions when an injured person should be removed from a vehicle.
- 3) Identify indications of medical distress in a prisoner and the officer's obligation to obtain assistance.
- 4) Identify necessary and basic elements of a report to record injuries to person in custody.

## 305 WATER SAFETY (4 hours)

### INSTRUCTIONAL GOAL:

The purpose of this section is to identify the role of the law enforcement officer at a water rescue situation, the techniques for rescue, and the dangers associated with each rescue type. The recruits will demonstrate their ability to perform each rescue technique and identify their individual limitations in each performance.

The classroom program requires 30-45 minutes, followed by a three-hour practical exercise.

### PERFORMANCE OBJECTIVES:

- 1) Identify the role of the law enforcement officer at the scene of a water / ice rescue.
- 2) Identify the types of water / ice rescue scenarios typical to a law enforcement officer.
- 3) Identify the most acceptable techniques for water / ice rescue.
- 4) Identify the risks to law enforcement officers during water / ice rescue.
- 5) Correctly select the rescue technique appropriate to different rescue conditions and situations.
- 6) Identify those things that the first responding officer should do prior to the arrival of a Scuba Response Team if such team has been or will be called to the scene.

306 OFFICER SAFETY / MECHANICS OF ARREST, RESTRAINT & CONTROL (9 hours, 36 hours total for 306, 306A and 306B)

**INSTRUCTIONAL GOAL:**

This course is designed to instruct the recruit in using that amount of force necessary and reasonable to restrain a compliant and /or resistive subject. Emphasis will focus on choosing that amount of force that is a direct, proportionate, and measured response to resistance. Recruits will be presented with an understanding that an officer's right to make an arrest necessarily carries with it the right to use some degree of physical force to effect it, but that their use of force must conform to the necessity and reasonableness of its use as well as the United States and State of Connecticut Constitutions.

**PERFORMANCE OBJECTIVES:**

- 1) Identify proper procedures for conducting an in-custody, search pursuant to a lawful, custodial arrest for same and opposite gender arrestees.
- 2) Identify proper procedures to conduct a Terry Frisk for weapons.
- 3) Recognize facts and circumstances which influence decision making while effecting an arrest.
- 4) Identify the legal issues inherent in a Terry Frisk, full custody search and a strip search.
- 5) Demonstrate proficiency relative to the proper approach, verbal contact and interview position with respect to a:
  - a) Felony Suspect
  - b) Misdemeanor Suspect
  - c) Dangerous Felony Suspect
- 6) Demonstrate proficiency in the following skills:
  - a) The proper methods used by one / two officers) in the frisk/ search of male/female suspect /prisoner for Terry Stops and full custody arrest situations.
    - i) Misdemeanor Suspect
    - ii) Felony Suspect
    - iii) Dangerous Felony Suspect

**306A (4 hours)**

- 1) Identify proper procedures to handcuff prisoners.
- 2) Identify and demonstrate basic practices related to escorting a prisoner outside of a detention facility.
- 3) Demonstrate proficiency regarding proper positioning, approach and handcuffing single and multiple compliant and non-compliant arrestees.
  - a) Standing handcuffing procedure
  - b) Kneeling handcuffing procedure
  - c) Felony prone handcuffing procedure
- 4) Demonstrate proficiency in the removal of handcuffs from one and/or two suspects.
- 5) Recognize that handcuffing is a discretionary "Use of Force" function which is guided by the Fourth Amendment, the State of Connecticut Constitution, and Department Policy.
- 6) Identify metallic handcuff nomenclature, mechanical operation and weaknesses.
- 7) Demonstrate proper cruiser security check and prisoner control during transportation.

### **306B (23 hours)**

- 1) Identify the basic concepts of weaponless defense.
- 2) Given a practical exercise, demonstrate proficiency in the following:
  - a) Simulating a suspect with a semiautomatic and/or revolver, front and rear gun take-away.
  - b) Simulating a suspect with a shotgun and/or rifle, disarm the suspect while being "covered" with a long-barreled firearm from the front or rear.
  - c) When faced with a single simulated suspect attacking with a knife, disarm the attacker.
  - d) Defend from a frontal and/or rear choke attack.
  - e) Perform an outside leg sweep to de-centralize an aggressor's frontal grab or choke.
  - f) Employ the principle of contact/cover officer to affect the control / restraint of a non-compliant subject.
  - g) Use verbal and/or non-verbal commands to coordinate cover officer support action.
  - h) Perform a lower-extremity leg trap on a resistive subject,
  - i) Perform a bar-hammerlock active countermeasure on simulated active resistive subject.
  - j) Perform an "inside body decentralization" technique on a simulated active resistive subject.
  - k) Perform an "outside body decentralization" technique on a simulated noncompliant aggressor.
  - l) Perform passive countermeasure come-a-long restraint techniques.
  - m) Perform pressure point distraction to enable control of a resistive subject.
  - n) Perform defensive techniques to defend against an aggressor's grab attacks.
  - o) Perform appropriate block, punch, and kick counters to a resistive subject.
  - p) Perform a rear approach decentralization technique.
- 3) Understand the principles / fundamentals behind the physical skills required in the use of personal weapons to defend oneself / others in the enforcement of the law.
- 4) Identify the use of physical space, balance, position, and mobility for tactical advantage.
- 5) Identify vulnerable body areas to strike with personal weapons to control, stop, and overcome resistance.
- 6) Understand the medical implications of various body strikes using personal weapons.
- 7) Understand the advantages / disadvantages of the various techniques demonstrated.
- 8) Perform GROUND FIGHTING counter release techniques.
- 9) Perform a tactical exposure and restraint of a simulated active resistive subject.
- 10) Identify and demonstrate basic practices related to escorting a prisoner outside of a detention facility.
- 11) Participate in a written and practical test covering above material.

### 307 PRACTICAL SKILLS DAY (24 hours)

#### INSTRUCTIONAL GOAL:

The recruit will demonstrate proper techniques to perform various police-related functions that have been taught in the classroom, through role play and practical application.

#### PERFORMANCE OBJECTIVES:

- 1) Perform proper techniques while demonstrating the application of skills learned in the classroom under simulated realistic conditions for the following subject areas:
  - a) Collect System Operation
  - b) DWI Field Testing
  - c) Conflict Management
  - d) Fingerprinting
  - e) High Risk Motor Vehicle Stops
  - f) Low Risk Motor Vehicle Stops
  - g) Narcotic Field Testing
  - h) Shoot/Don't Shoot Scenario
  - i) Investigating Suspicious Persons
  - j) Photography
  - k) Various Criminal Offenses



## 308 DRIVER TRAINING/PROGRAM (32 HOURS) INTRODUCTION & SPACE MANAGEMENT

### INSTRUCTIONAL GOAL:

The purpose of this section is to identify the intention of the Driver Training Program and the need for a space management system. The Zone Control Driving System is introduced and practices in the classroom and on-street training sessions. In addition, the concept of Reference Points is introduced and practiced. Recruits will spend four hours in the classroom, followed by two hours of practical training. This six-hour total is conducted over a two-day period.

### PERFORMANCE OBJECTIVES:

- 1) Identify the philosophy of the driver training program.
- 2) Identify personal driving habits which may lead to a collision.
- 3) Identify how to develop a Driving System.
- 4) Identify the correct attitudes and values for safe driving.
- 5) Identify the elements of the Zone Control for Space Management Driving System.
- 6) Identify the components for correct and effective perceptual feedback.
- 7) Identify the reasons why perception is important to the police driving task.
- 8) Identify the elements of non-emergency driving and a definition of Patrol Driving.
- 9) Identify and classify driving problems.
- 10) Identify the meaning of LOS (Line-of-Sight) and POT(Path-of-Travel).
- 11) Develop the process of searching for secondary driving information.
- 12) Identify and demonstrate the correct usage of speed, positioning and communication skills.
- 13) Identify solutions to driving problems utilizing Zone Control concepts.
- 14) Identify strategies for controlling driving space.
- 15) Identify the need for Zone Control in law enforcement.
- 16) Identify strategies for curve/hill approaches.
- 17) Identify strategies for intersection approach and control.
- 18) Identify strategies for following other vehicles.
- 19) Identify strategies while being followed (tailgated).
- 20) Identify comparisons of non-emergency driving to emergency driving.
- 21) Demonstrate correct decision-making skills while using one Control.
- 22) Demonstrate correct searching skills.
- 23) Demonstrate how to gather additional information from other driving zones.
- 24) Demonstrate how to maintain an 'Open Front Zone'.
- 25) Identify the concept of Reference Points.

## DRIVER TRAINING/SAFETY BELTS AND OTHER OCCUPANT PROTECTION SYSTEMS

### INSTRUCTIONAL GOAL:

The purpose of this section is to promote the use of occupant protection devices by law enforcement officers and to enlist their support in enforcing the occupant protection laws. It focuses on the avoidance of death and injury through the use of occupant protection systems. The specific goals are to:

- 1) Promote use of occupant protection devices by officers, both on and off duty.
- 2) Promote enforcement of occupant protection laws.
- 3) Involve officer in educating the public about the benefits of using occupant protection devices.
- 4) Presently, depending upon class size, recruits spend approximately 1 1/2 to 2 hours in a classroom setting and 15 minutes in a practical setting in this area.

### PERFORMANCE OBJECTIVES:

- 1) Identify and describe various types of occupant protection devices, how they work, and how effective they are.
- 2) Discuss the crash and injury risks of driving faced by police officers and the public.
- 3) Describe the benefits of occupant protection for police officers.
- 4) Refute the myths and misconceptions related to the use of occupant protection devices by police officers and by the general public.
- 5) Discuss the dynamics of various types of motor vehicle crashes and discuss the relationship between injury classifications and crash types.
- 6) State and explain the provisions of Connecticut's occupant protection laws.
- 7) Discuss the importance of enforcing occupant protection laws.
- 8) Describe and apply various enforcement strategies appropriate to occupant protection laws.
- 9) Recognize the importance of the police role model in fostering public compliance with occupant protection laws.
- 10) List some of the problems that may be encountered by wearing the safety belts and how to compensate for them.

## DRIVER TRAINING / REVERSE DRIVING

### INSTRUCTIONAL GOAL:

The purpose of this section is to assist the recruit in the recognition and development of acceptable reverse driving skills and behaviors. Statistically, police officers have more collisions in reverse gear than in drive gear. Emphasis will be placed not only on the development of good backing skills, but on the importance of avoiding backing situations in order to reduce the risk of having a collision in reverse gear. Recruits will spend approximately 50 minutes in a classroom setting and 60 minutes in a practical setting.

### PERFORMANCE OBJECTIVES:

- 1) State the percentage of times that police officers are involved in backing collisions.
- 2) State the problems associated with driving in reverse gear on and off duty.
- 3) Explain why it is better to avoid backing a vehicle when possible.
- 4) Explain how planning ahead can avoid backing situations in emergency and non-emergency situations.
- 5) List and demonstrate the components of safe backing.
- 6) Identify and demonstrate correct searching techniques for backing.
- 7) Define and demonstrate "safe" backing speed.
- 8) Identify and demonstrate correct steering technique.
- 9) Locate, explain, and demonstrate the use of rear pivot points.
- 10) List the advantages of backing into a perpendicular space.
- 11) Demonstrate the systematic approach to backing into a perpendicular parking space as outlined in the backing handout.
- 12) Explain the objectives of the Backing Activity.

## DRIVER TRAINING/EVASIVES

### INSTRUCTIONAL GOAL:

The purpose of this section is to assist the recruit in the recognition of vehicle dynamics and traction limitations specifically related to steering, braking and acceleration. In addition, it promotes the need for good space management techniques and assists in developing the skills needed to perform a collision avoidance maneuver.

Recruits will spend approximately 35 minutes in a classroom setting and 1 hour in a practical setting.

### PERFORMANCE OBJECTIVES:

- 1) Define an Evasive.
- 2) Identify space management techniques that help a driver avoid the need to perform an Evasive.
- 3) Explain how space management techniques can reduce the risk associated with performing an Evasive.
- 4) Identify situations that would require an evasive move.
- 5) Identify and demonstrate correct seating position.
- 6) Identify and demonstrate correct hand position.
- 7) Identify and demonstrate correct steering technique.
- 8) Explain the importance of smooth steering as it relates to weight transfer.
- 9) Demonstrate smooth steering as it relates to weight transfer.
- 10) Explain and demonstrate the effects of one hand vs. two hand driving.
- 11) Explain the effects of lane positions.
- 12) Experience the difference between good and bad lane positions.
- 13) Identify and demonstrate the concept of targeting.
- 14) Identify and demonstrate correct use of the accelerator through the evasive.
- 15) Identify and demonstrate correct use of the brake through the evasive.
- 16) Explain the effects of speed.
- 17) Drive through the activity at various speeds to experience the problems associated with increased mph.
- 18) Explain how Zone Control concepts relate to the evasive maneuver.
- 19) Explain the concept of a Friction Circle.

## SERPENTINE/SLALOM

### INSTRUCTIONAL GOAL:

This section focuses on the analysis of the recruits' steering and targeting skills. It allows the recruit to experience power steering lag, the differences between one and two hand driving, and the importance of not overdriving the vehicle.

Recruits will spend approximately 10 minutes in a classroom setting and 10 minutes in a practical setting.

### PERFORMANCE OBJECTIVES:

- 1) Identify and demonstrate the correct steering technique.
- 2) Explain and experience the negative effects of one hand vs. two hands.
- 3) Explain and experience "power steering lag".
- 4) Identify the way(s) this slow speed activity could detect problems with the police vehicle.
- 5) Explain and demonstrate the concept of planning ahead.
- 6) Explain the meaning and results of negative weight transfer.
- 7) Experience results of negative weight transfer.

## STRAIGHT LINE CONTROLLED BRAKING/ACCELERATION.

### INSTRUCTIONAL GOAL:

The purpose of this section is to assist the recruit in the recognition of, understanding of, and proper procedure for proper braking and acceleration techniques. Emphasis is placed on proper braking as well as the problems associated with improper braking techniques.

Trainees will spend approximately 55 minutes in a classroom environment and 60 minutes in a practical setting.

### PERFORMANCE OBJECTIVES:

- 1) Identify the advantages of right foot vs. left foot braking.
- 2) Demonstrate right foot braking.
- 3) Identify and demonstrate the proper position of the foot during application of the brake or gas pedal.
- 4) Identify the recommended technique for applying brake pressure.
- 5) Demonstrate the recommended technique of applying more brake pressure during the initial brake application.
- 6) List advantages of applying more brake pressure during initial brake application.
- 7) Explain weight transfer as it relates to acceleration and braking.
- 8) Demonstrate the correct use of weight transfer while braking.
- 9) Explain and demonstrate maximum/efficient braking.
- 10) Explain the meaning of wheel lock-up and how to avoid the same.
- 11) Explain and demonstrate how to recover from wheel lock-up.
- 12) Explain the technique used for proper release of the brake pedal.
- 13) Explain briefly how a vehicle equipped with ABS works.
- 14) Explain the correct braking technique for a vehicle equipped with ABS brakes.
- 15) Identify and demonstrate the recommended technique for applying accelerator pressure.
- 16) List disadvantages of applying too much acceleration during initial application.

## DRIVER TRAINING/CONTROLLED CORNERING

### INSTRUCTIONAL GOAL:

The purpose of this section is to identify the correct technique for performing cornering maneuvers during emergency vehicle operation. The recruit will be required to demonstrate this technique. Classroom time of 30 minutes is followed by 60 minutes of practical training.

### PERFORMANCE OBJECTIVES:

- 1) Identify the steps necessary for correct and safe controlled cornering.
- 2) Identify the correct intersection searching technique.
- 3) Identify the correct lane positioning options for controlled cornering.
- 4) Demonstrate the correct lane position for approaching a turn.
- 5) Identify and demonstrate the correct braking techniques for controlled cornering.
- 6) Demonstrate correct maintenance of weight transfer through the corner.
- 7) Demonstrate the concept of early braking.
- 8) Identify and demonstrate the correct steering techniques for controlled cornering.
- 9) Demonstrate smooth steering.
- 10) Demonstrate correct target acquisition.
- 11) Demonstrate correct apex selection.
- 12) Demonstrate correct lane position exiting a turn.
- 13) Identify the correct acceleration techniques for controlled cornering.
- 14) Demonstrate smooth acceleration.
- 15) Identify what to do in a brake fade situation.
- 16) Identify what to do in a brake failure situation.
- 17) Identify how tires function during the driving task.
- 18) Identify the difference radii consistent with cornering technique.

## SKID AVOIDANCE/RECOVERY ON REDUCED TRACTION SURFACES

### INSTRUCTIONAL GOAL:

The purpose of this section is to assist the trainee in developing skid recovery and skid avoidance techniques on reduced traction surfaces. It assists the recruit in better understanding the problems associated with skids and the importance of avoiding skids.

Recruits will spend approximately 30 minutes in a classroom setting and 60 minutes in a practical setting.

### PERFORMANCE OBJECTIVES:

- 1) List the components of the Highway Transportation System.
- 2) List factors that each of the components of the HTS contribute to a skid.
- 3) Define the three types of skids.
- 4) Explain what happens to a vehicle in each of the three types of skids.
- 5) Identify possible causes of each of the three types of skids.
- 6) Identify the techniques used to avoid the three types of skids.
- 7) Explain how to recover from the three types of skids.
- 8) Demonstrate recovery techniques for the rear-wheel skid.
- 9) Explain the meaning of the "Secondary" skid.
- 10) Explain the causes of the Secondary skid and how to avoid same.
- 11) Demonstrate the recovery technique for the Secondary skid.
- 12) Explain the difference of miles per hour between a skidding vehicle and a non-skidding vehicle.
- 13) Drive through the activity at various speeds to experience the problems associated with increased mph.



## DRIVER TRAINING/EMERGENCY VEHICLE OPERATION AND PURSUIT DRIVING

### INSTRUCTIONAL GOAL:

The purpose of this section is to identify laws and policies governing emergency vehicle operation and pursuit driving, identify acceptable and proven techniques for emergency vehicle operation and pursuit driving, and identify the options available to the emergency vehicle operator. Trainees will spend 2 1/2 hours in a classroom setting followed by 3 1/2 hours of practical training on a dedicated driving track.

### PERFORMANCE OBJECTIVES:

- 1) Demonstrate the driving adjustments for differing radii corners.
- 2) Identify the different turnabout techniques.
- 3) Identify the difference between non-emergency responsibilities and emergency driving as defined by law.
- 4) Identify the differences between emergency response and pursuit driving.
- 5) Identify the limitations of the 'Light Bar/Siren Systems'.
- 6) Demonstrate correct vehicle control skills while negotiating the Driving Stress Course.
- 7) Demonstrate correct decisions while negotiating the Driving Stress Course.
- 8) Demonstrate correct emotional control while negotiating the Driving Stress Course.
- 9) Demonstrate correct communication technique while negotiating the Driving Stress Course.
- 10) Identify the limitations associated with "one-handed" driving techniques.
- 11) Identify Connecticut Motor Vehicle Law as it relates to emergency vehicle operation and pursuit driving.
- 12) Identify elements of existing pursuit policy specific to each department or agency.
- 13) Identify driving strategies for pursuit driving situations.
- 14) Identify personal attitudes and concerns regarding decisions to pursue or to terminate.
- 15) Identify personal emotions and attitudes regarding decisions made by officers.
- 16) Identify suggestions for alternate tactics during a pursuit.
- 17) Identify strategies appropriate to Connecticut policies.
- 18) Identify the elements of a Pursuit.
- 19) Identify the rationale of a Pursuit.
- 20) Identify the leading causes for vehicular non-compliance.
- 21) Identify termination options for various Pursuit situations.
- 22) Identify criminal type for most Pursuit situations.
- 23) Identify how State law influences officer driving decisions.
- 24) Identify how Department Pursuit Policies influence officer decisions.
- 25) Identify following distance strategies for use during a Pursuit.
- 26) Identify information gathering strategies during a Pursuit.
- 27) Identify the need for accuracy during documentation of the Pursuit events.
- 28) Identify the danger of emotions influencing decision-making during a Pursuit.
- 29) Demonstrate correct following distances during a Pursuit.
- 30) Demonstrate correct communication skills during a Pursuit.
- 31) Demonstrate emotional control during a Pursuit.
- 32) Demonstrate information collecting during a Pursuit.
- 33) Demonstrate concern for officer safety during a Pursuit.

## DRIVER TRAINING-NIGHT DRIVING

### INSTRUCTIONAL GOAL:

The purpose of this section is to identify the differences between day and nighttime driving conditions under non-emergency and emergency driving modes. Trainees will spend 30 minutes in a classroom setting. The practical training time is yet to be determined.

### PERFORMANCE OBJECTIVES:

- 1) Identify the most common crashes caused by driving in darkness (nighttime).
- 2) Identify the unique concerns with driving at night.
- 3) Identify the adjustments necessary for driving at night under non-emergency and emergency conditions.
- 4) Identify the psychological concerns of driving at night.
- 5) Identify the physiological concerns of driving at night.
- 6) Demonstrate vehicle control skills during night driving conditions.
- 7) Experience differences between daylight and nighttime visibility while driving.
- 8) Experience effects of emergency vehicle lighting at night while driving.

Note: The classroom portion is currently being taught while the practical portion will be implemented in the future.

309 EVOG – Refer to manual.

## 310 PHYSICAL FITNESS (80 hours)

### INSTRUCTIONAL GOAL:

This course will introduce the recruit to a basic program of good health and physical fitness. The recruit will be able to assess his own physical condition and develop a lifelong physical fitness program which will help combat those physical ailments that typically affect police officers. Recruits will spend two hours in a classroom setting and thirty-eight hours engaged in physical activities.

### PERFORMANCE OBJECTIVES:

- 1) Define fitness.
- 2) List the major causes of death in the United States.
- 3) Identify habits associated with good health and longevity.
- 4) Identify risk factors of cardiovascular disease.
- 5) Identify what good physical fitness is for police officers.
- 6) List the main elements of physical fitness.
- 7) Define hypertension.
- 8) Identify contributing factors of hypertension.
- 9) Identify complications from hypertension.
- 10) Identify dietary guidelines.
- 11) List basic principles for establishing a healthy balance in eating habits.
- 12) Identify basic dietary guidelines.
- 13) Identify the average body fat for males and females.
- 14) Explain why stretching is important and list the benefits of a stretching program.
- 15) Following a demonstration of proper stretching techniques, will perform each stretch so that original flexibility levels are improved.
- 16) List the benefits of good aerobic exercise.
- 17) List the five basic aerobic sports.
- 18) List the purposes of a warm-up session.
- 19) List the purposes of a cool-down session.
- 20) After participating in a physical fitness assessment program, will list his fitness levels, as designated by given norms.
- 21) Will define relevance of fitness to officer survival issues.
- 22) Will demonstrate appropriate level of flexibility, muscular strength and cardiovascular endurance as established by the Police Officer Standards and Training Council.
- 23) Reference the following professional organizations for current information regarding physical training components given above:
  - a. American College of Sports and Medicine; *Guidelines for Exercise Testing and Prescription*
  - b. US Department of Agriculture; *Dietary Guidelines for Americans*.

311 [FIELD TRAINING EVALUATION PROGRAM](#) (400 hours completed at the department)

## 312 DE-ESCALATION TRAINING (4 hours)

### INSTRUCTIONAL GOAL

The curriculum is designed to instruct students in the use of active diffusion strategies in situations of recognized aggression. This combat-confrontation avoidance course provides officers with techniques to de-escalate, distract, and promote successful resolutions through deployment of tactical applications. The course focuses on the ability to diffuse a situation through techniques learned in the class as well as preferred responses when avoidance tactics are ineffective or inappropriate.

### PERFORMANCE OBJECTIVES

- Identifying indications of hostility through body language
- Define concepts of “customer service” in law enforcement
- Identify ways to redirect positive communication to discourage negative responses and confrontation through positive communication.
- Discuss mutual benefits of respect through effective verbal de-escalation strategies.
- Identify physiological changes occurring during aggression.
- Identify cognitive limitations for active diffusion.
- Define emotional intelligence in law enforcement.
- Discuss the potential for special population recognition and options available through Mental Health First Aid
- Recognize potential that non-compliance or combative behavior may be a reaction to a medical crisis requiring alternative resolutions.
- Demonstrate appropriate response tactics by varying communication styles.
- Identify tactical advantages through methods of distraction.
- Identify both communication and physical strategies to de-escalate situations.
- Develop and maintain the ability to utilize active strategies throughout law enforcement interactions.

## *400-A Human Relations (Revised 8/2020)*

- 401 Human Behavior/Interpersonal Relations
- 402 Stress Management
- 404 Connecticut Juvenile Law/Dealing with Juveniles
- 405 Suicide Recognition, Management and Intervention
- 406 Supervisor/Subordinate Relations
- 407 Substance Abuse Issues
- 409 Victim/Witness Advocacy
- 410 Law Enforcement and Citizens with Special Needs
- 410A Police Services to Persons with Disabilities
- 410B Serving People with Developmental Disabilities & Autism Spectrum, and Mental Health Related Disabilities
- 410C Serving People Who are Deaf, Hard of Hearing or DeafBlind
- 411 Conflict Management
- 414 Blue Courage
- 415 Mental Health First-Aid
- 420 Elder Abuse and Exploitation

## *400-B Social Justice Seminar-3 Consecutive Days*

- 403 Police and the Public
- 412 Cultural Awareness and Diversity
- 413 Fair and Impartial Policing for Recruits
- 416 Procedural Justice
- 417 Anti-Racism
- 418 Community Forum
- 419 Implicit Bias

## 401 HUMAN BEHAVIOR/ INTERPERSONAL COMMUNICATIONS (4 hours)

### INSTRUCTIONAL GOAL:

Effective communication and knowledge of human behavior is essential to virtually every aspect of police operations. This course addresses both issues. It is designed to improve the communication (oral and listening) skills of the recruit. It is also designed to heighten the recruit's sensitivity to human behavior and to interpret the meaning of frequently encountered behaviors as they relate to law enforcement and service in the community. In addition, recruits will gain an understanding of factors which lead to misperception of behavior, as well as the impact of such misperception in achieving effective law enforcement.

### PERFORMANCE OBJECTIVES:

- 1) Identify the impact of role awareness, reference groups, and motivation on human behavior.
- 2) Identify factors which limit a person's ability to give an accurate account of events.
- 3) Define "listening skills."
- 4) Identify methods by which law enforcement officers can improve their listening and communication skills.
- 5) Identify barriers to effective communication.
- 6) In a practical exercise, demonstrate and experience barriers and aids to effective communication.
- 7) Demonstrate appropriate "listening skills."
- 8) Identify the need to listen carefully to citizens' inquiries, witnesses' and suspects' statements.
- 9) Identify means by which law enforcement officers can improve observation skills.
- 10) Demonstrate in simulated situation(s) the ability to describe events thoroughly and accurately.
- 11) Demonstrate the eight basic behavioral skills in interpersonal communications
  - a) Eye Communication
  - b) Posture/ Movement
  - c) Gestures / Facial expression
  - d) Dress / appearance
  - e) Voice /vocal variety
  - f) Language / non-words
  - g) Humor
  - h) Natural self
- 12) Define a helping relationship.
- 13) Describe behavior change and how it occurs.
- 14) List the agents of socialization.
- 15) Identify the distinction between human needs and wants.
- 16) Identify how behavior is shaped and subsequently how attitudes are born and the process of changing attitudes.
- 17) Explain the development of a person's self-image.
- 18) Identify how emotions interfere with behavior change.
- 19) Explain the concepts of proxemics to improve reaction time.
- 20) Explain how to avoid non-verbal and verbal discriminatory actions.
- 21) List several prejudices that interfere with the image of a professional police officer.
- 22) Define and explain sexual harassment and its relation to the work place.



- 23) Accurately recall information presented in an oral statement.
- 24) Demonstrate, during a mock exercise; effective communication skills in dealing with the following types of persons - hostile, angry, hysterical, drunk, deranged, young, and the old.

## 402 STRESS MANAGEMENT (6 hours)

### INSTRUCTIONAL GOAL:

A variety of potentially stressful situations for the local law enforcement officer will be discussed. Emphasis will be placed on understanding psychological and physiological elements causing stress, identifying the emotional responses to various situations for appropriateness and developing self-control mechanisms.

### PERFORMANCE OBJECTIVES:

- 1) Identify stress as both a physical and mental reaction to threats.
- 2) Identify physical and mental stress reactions which potentially have long term deleterious effects.
- 3) Recognize lifestyle and job factors which have the potential of leading to stress overload.
- 4) Recognize symptoms of stress overload both in the officer himself and others.
- 5) Identify major coping mechanisms and relate them to ethical and fitness issues.
- 6) Describe the development of the police "working personality" transition phases.
- 7) Define what stress is and associated stressors in law enforcement.
- 8) Explain the General Adaptation Syndrome by Dr. Selye.
- 9) Demonstrate the origin of reality vs. perception in the stressor environment.
- 10) Discuss occupational stressors.
- 11) Demonstrate the demands placed on law enforcement personnel causing stressors.
- 12) Define Post Traumatic Stress
- 13) Facilitate a family night demonstrating the academy environment with emphasis on the recruit, family communications and POST support.
- 14) Identify external coping and monitoring techniques.
- 15) Identify internal coping and monitoring techniques.
- 16) Provide reference materials for developing coping strategies.
- 17) Discuss individual pre-existing coping skills with emphasis on strategy expansion.
- 18) List coping skills for pre arrival, arrival, departure and debriefing of police in death notification situations.
- 19) Provide outside agency referral for assistance in stress management.
- 20) Introduce the concept of Social & Emotional Learning (SEL).

## 403 POLICE AND THE PUBLIC: (2 hours)

### INSTRUCTIONAL GOAL:

The purpose of this course is to impress on recruits that their daily interactions with the public affects the perception that the public has of them, their agency, and the law enforcement profession. Getting the recruit to realize, then focus on those issues around a law enforcement officer's image and how the officer is perceived by the public will be stressed along with the importance of making every contact a positive one.

### PERFORMANCE OBJECTIVES:

- 1) Identify the present image that the public has of law enforcement officers.
- 2) Identify the importance of making every contact a positive one and how negative contacts can adversely affect the law enforcement agency, the officer, and future contacts with the same individual(s).
- 3) Identify specific conduct that can result in positive law enforcement / citizen contacts.
- 4) Identify on-duty and off-duty conduct and activities that can adversely affect the public's perception of the police.
- 5) Identify various biases and prejudices that can influence an officer's job performance or that will have an adverse impact on the public's perception of the individual officer, his agency and the law enforcement profession.

## 404 JUVENILE LAW/ DEALING WITH JUVENILES (14 hours)

### INSTRUCTIONAL GOAL:

This course will cover the rights of juveniles, the disposition of juveniles taken into custody, juvenile court procedures, proper attitudes, methods, and techniques that an officer should use when dealing with juveniles. The societal pressures of adolescents, characteristics and problems of youths will be emphasized as will the need for strong juvenile community relations and an overview of the community agencies that work with youths.

### PERFORMANCE OBJECTIVES:

- 1) Define the purpose of the "Juvenile Law."
- 2) Identify the scope of and the authority of the Juvenile Court. This will include:
  - a) Age requirement
  - b) Circumstances under which a juvenile comes under the jurisdiction of the Juvenile Court
  - c) Referral resources and procedures
  - d) "Automatic Transfer" and "Discretionary Transfer."
- 3) Recognize the circumstances under which an officer may take a juvenile into custody.
- 4) Identify the advisement requirements regarding constitutional rights of a juvenile taken into custody.
- 5) Identify the procedural alternatives open to an officer before taking a juvenile into custody.
- 6) Identify each of the juvenile's rights regarding parent notifications and telephone calls before being placed into detention.
- 7) Identify the requirements pertaining to the segregation of juveniles from other prisoners.
- 8) Identify legal restrictions on maintenance of arrest information on juveniles, including when fingerprints and photographs can be taken.
- 9) Identify the laws regarding confidentiality of juvenile related records and to whom and under what conditions such information may be released.
- 10) Define "Serious Juvenile Offenses."
- 11) Define "Serious Juvenile Repeat offender."
- 12) Define the following terms and identify the Connecticut statutes pertaining to them, as well as proper police procedures for their compliance.
  - a) "Family with Service Needs"
  - b) "Child from a Family With Service Needs"
  - c) "Neglected Child"
  - d) "Uncared for Child"
  - e) "Termination of Parental Rights"
  - f) "Emancipation of Minor"
  - g) "Status Offenses"
  - h) "Protective Custody"
- 13) Identify techniques for handling incidents, such as wandering, that involve juveniles and adults with Autism Spectrum Disorder (ASD), cognitive impairment, or Nonverbal Learning Disorder (NLD). **(This section pursuant to P.A. 19-147).**
- 14) Identify the Connecticut statutes relative to "Non-Judicial" and "Judicial" "disposition alternatives in juvenile cases including restitution.
- 15) Identify youth service agencies in Connecticut.
- 16) Identify the relationship between the needs of youth, societal pressures and juvenile delinquent behavior.
- 17) Identify the day-to-day problems of adolescents which may provide motivation for delinquent behavior.

- 18) Identify the general behavioral characteristics of most adolescents.
- 19) Recognize police responsibilities when dealing with juveniles.
- 20) Identify the ways a patrol officer can contribute to the prevention of delinquency.
- 21) Identify various successful police youth programs.
- 22) Identify the potential effects of officer juvenile contacts on:
  - a) The officer and his department
  - b) The Juvenile
  - c) The family
  - d) The community
- 23) Define juvenile delinquency and list five causes of juvenile delinquency.
- 24) Compare terms used in the criminal court with terms used in juvenile court.
- 25) Interpret the 1967 U.S. Supreme Court decision re: Gault.
- 26) Define truancy and outline procedures for returning a child to school.
- 27) Identify the federal and state court decisions dealing with school searches, arresting and interviewing of juveniles.
- 28) List the four main referrals made for juveniles with delinquency problems.
- 29) Re: Runaways
  - a) List reasons for running away.
  - b) List prevalent forms of victimization.
- 30) Compare and contrast delinquency prevention and delinquency control.
- 31) Describe "Victim's Rights" in relation to juvenile offenders.
- 32) Identify the Connecticut statutes relative to Parental liability for acts of juveniles.
- 33) Describe proper police procedures for juveniles as they apply to:
  - a) Arrest /Arrest Options
  - b) Searching
  - c) Issuing of Summons
  - d) Detention
  - e) Release
  - f) Testifying in Juvenile Court
  - g) Report Writing
  - h) Booking
- 34) Identify basic procedures related to taking into custody a person detained by a citizen.

## 405 SUICIDE RECOGNITION, MANAGEMENT AND INTERVENTION (4 hours)

### INSTRUCTIONAL GOAL:

The purpose of this course is to provide recruits with training in recognition, management, and intervention procedures for the handling of threatened or attempted suicide cases. Emphasis will be placed on youth suicide issues.

### PERFORMANCE OBJECTIVES:

- 1) Identify the current statistics concerning youth suicide in Connecticut and the United States.
- 2) Identify the "Causal Factors" for suicide.
- 3) Identify signs of suicide risk.
- 4) Identify suicide "Profile" risk factors.
- 5) Identify suicide patterns.
- 6) Identify jail risk factors.
- 7) Identify suicide intervention procedures.
- 8) List the chemical, genetic, and social factors attributed to a suicide episode.
- 9) Identify suicide myths.
- 10) Identify what should and should not be said and done while investigating a suicide incident.
- 11) Identify suicide intervention agencies.
- 12) Identify proper procedures for conducting investigations of suicide and attempted suicide.
- 13) Recognize the phenomenon of "Suicide by Cop."
- 14) Explain the concept of Contagion.
- 15) Discuss physician assisted suicide and euthanasia.
- 16) Explore cultural issues in suicide.
- 17) Introduce the concepts of the "choking game" and "self-injury."
- 18) Define what is depression and contributing factors towards suicide.
- 19) Present detention screening suicide form and how to complete it.
- 20) Define the terms: gesture, ideation, attempted suicide.
- 21) Explain the risk elements of lethality, availability and time reference.

## 406 SUPERVISOR-SUBORDINATE RELATIONS (1 hour)

### INSTRUCTIONAL GOAL:

Topics covered in this course include: the need for supervision, the responsibilities of a supervisor to management and to his subordinates and the responsibilities of an officer to his supervisor. The recruit will also be introduced to general managerial issues and principals.

### PERFORMANCE OBJECTIVES:

- 1) Define: supervision, supervisor and subordinate.
- 2) Identify the importance of and the need for supervision in an organization.
- 3) Identify the role and responsibilities of the supervisor in relation to:
  - a) Management
  - b) Subordinates
- 4) Identify the role and responsibility of the police officer to department supervisors.
- 5) Explain how prejudice, personality conflicts and favoritism or the appearance thereof, can affect supervisor-subordinate relations.
- 6) Identify basic principles of supervision and critical supervisory skills.
- 7) Identify supervisory styles; their impact on subordinates and suggest methods that officers can employ to accommodate various styles for a more harmonious and cooperative work environment.
- 8) Define "Positive" and "Negative" discipline.
- 9) Define progressive discipline; its purpose, and how it is applied in the workplace.
- 10) Identify the purpose and function of unions and their relationship to management.
- 11) Identify the proper method for handling illegal or immoral orders.
- 12) Identify the proper method for handling orders that that are simply disagreed with.

## 407 SUBSTANCE ABUSE ISSUES (2 hours)

### INSTRUCTIONAL GOAL:

This course familiarizes the recruit with the conditions associated with substance abuse. It outlines the physical characteristics associated with addiction and the many socialized relationships. It familiarizes the recruit with the various social services that can assist them in performing their duties, the importance of recognizing those persons who might benefit from such agencies will be emphasized, as well as the need to establish strong contacts in advance with service agencies. Employee Assistance Programs (EAP), their purpose and value will also be discussed.

### PERFORMANCE OBJECTIVES:

- 1) Define the properties of addictive drugs.
- 2) Define the stages of substance abuse.
- 3) Identify the psychological/sociological relationship as the result of substance abuse.
- 4) Recognize which agency would be appropriate for a given situation and identify the particular services and limitations of the agency.
- 5) Recognize effects of alcohol abuse.
- 6) Recognize the problem of substance abuse within the law enforcement community.
- 7) Explain the purpose and value of an Employee Assistance Program (EAP) to law enforcement agencies, their employees, and their employees' families.
- 8) Identify other agencies and individuals in addition to Employee Assistance Programs that can provide help and assistance to officers and their families.
- 9) Identify the physical characteristics of the user/abuser.
- 10) Identify the danger signs that precede an attack on an officer by a person who is high on drugs or alcohol.
- 11) Identify the warning signs that an abuser is about to injure himself.



## 409 VICTIM / WITNESS ADVOCACY (2 hours)

### INSTRUCTIONAL GOAL:

This course is designed to provide the recruit with an understanding of the fears, emotional distress, physical suffering and financial loss suffered by victims / witnesses of crime, the legal and moral obligations of law enforcement officers relative to victims, what law enforcement officers can do to alleviate or reduce the adverse impact of becoming a victim, the rights afforded victims under Connecticut and Federal law, and the agencies that can assist officers in aiding victims / witnesses.

### PERFORMANCE OBJECTIVES:

- 1) Identify the Connecticut and federal laws dealing with victims.
- 2) Identify victim's rights under the Connecticut Constitution.
- 3) Identify the problems experienced by victims and witnesses.
- 4) Identify insensitive or callous treatment that victims sometimes receive by the Criminal Justice System.
- 5) Explain the Victim-Witness Assistance Program and the types of assistance it provides.
- 6) Identify things that you as an individual can do to help victims cope.
- 7) Identify the specific needs and concerns of:
  - a) Sexual Assault Victims
  - b) Child Victims
  - c) Elderly or Special Need Victims
  - d) Survivors of Homicide Victims
  - e) Domestic Violence Victims
  - f) Assault Victims
- 8) Explain the following intervention principles and techniques:
  - a) Timing; of intervention
  - b) Criminal proceedings where intervention may be necessary
  - c) Effective intervention
    - i) Focus points
    - ii) Provide for safety & security
    - iii) Ventilation & validation
    - iv) Prediction, preparation and participation
- 9) Identify recommended victim assistance procedures for the following:
  - a) Patrol Units
  - b) Investigative Units
  - c) Traffic Units
  - d) Communications Units
  - e) Clerical and Desk Personnel
- 10) Identify the general recommendations that law enforcement agencies should adopt to ensure that victims receive proper assistance and support.

## 410 LAW ENFORCEMENT & CITIZENS WITH SPECIAL NEEDS (4 hours)

### INSTRUCTIONAL GOAL:

This course will focus on recognizing and dealing with persons who have special needs, persons in crisis, and persons demonstrating social/emotional deviance such as neurotic or psychotic behaviors. Other forms of behavior stemming from emotional problems will be explained.

### PERFORMANCE OBJECTIVES:

- 1) Recognize legal requirements regarding emergency detention and commitment of mentally ill persons.
- 2) Identify proper procedures to conduct investigation regarding a reportedly mentally ill person.
- 3) Identify commonly available community resources available to emotionally disturbed persons.
- 4) Identify proper procedures to take custody of and transport mentally ill persons.
- 5) Identify non-language factors which contribute to a negative response from people such as disrespectful attitude, officious tone of voice or manner, use of body language.
- 6) Identify language style factors which contribute to a negative response from the public such as profanity, derogatory language, ethnically offensive terminology, inappropriate use of police jargon.
- 7) Identify major indicators of subject's mental or emotional state.
- 8) Identify factors which affect perception by an individual, such as past experiences, maturity, mental condition, physical condition, environment, emotional involvement.
- 9) In role play, identify good and bad intervention/mediation practices.
- 10) Identify techniques for defusing subject's crisis or stress symptoms such as acknowledging his ordeal, provide active listening, ask diversionary questions, explain options and procedures that will occur.
- 11) Identify factors to be considered when handling mentally disturbed or irrational persons, such as to ignore verbal abuse, avoid excitement, use restraining force sparingly.
- 12) Demonstrate problem solving skills.
- 13) Recognize aggressive behavior.
- 14) Recognize the principles of interpersonal mediation/counseling techniques.
- 15) Demonstrate the ability to use interpersonal mediation/counseling techniques to encourage subject cooperation, disclosure, etc.
- 16) Recognize those situations when short term crisis intervention mediation/counseling is needed.
- 17) Explain the etiology of a crisis.
- 18) Explain the history of mental illness and its use as a defense in court.
- 19) Explain the history of the integration of mentally troubled people into society.
- 20) Recognize the symptoms and how to effectively communicate and assist persons with "Special Needs" such as
  - a) Hearing Impaired,
  - b) Visually Impaired,
  - c) Intellectual Disability,
  - d) Mobility Impaired,
  - e) Autism Spectrum disorder,
  - f) Persons with neurological disorders such as Alzheimer's, and, Parkinson's.

21) Identify federal and state laws relative to "Persons with Special Needs" such as Americans with Disabilities Act, Rehabilitation Act of 1973, Guide Dog Laws, Equal Access Laws, Laws dealing with interpreters.

## 410A-POLICE SERVICES TO PERSONS WITH DISABILITIES (2 hours)

### INSTRUCTIONAL GOAL:

This course will focus on instructing students how to interact with, provide service to, and protect the rights of people who have a disability, as defined by the Americans with Disabilities Act (ADA).

### PERFORMANCE OBJECTIVES:

- 1) Explain the Americans with Disabilities Act (ADA) Law, how it is applied in Connecticut, and who it protects. (Include mental illness, developmental and intellectual disabilities)
- 2) Discuss appropriate inclusive descriptor terms to be used (i.e., a person on the autism spectrum instead of autistic person, a person in wheelchair instead of wheelchair bound, etc.).
- 3) Explain what reasonable accommodations are and who is entitled to reasonable accommodations.
- 4) Explain the difference between service animals and emotional support animals including service animal etiquette and the rights and responsibilities of service animal handlers.
- 5) Identify/recognize indicators of people with physical disabilities.
- 6) Describe how to ensure the rights of a person with a disability.
- 7) Describe how to interact with a person who has a disability.
- 8) Describe how to interact with an individual with a mobility impairment.
- 9) Explain how to interact with a person who is visually impaired.
- 10) Explain how to interact with a person who is deaf or hard of hearing.
- 11) Explain how to protect the rights of a person who is deaf or hard of hearing when making an arrest.
- 12) Explain how to interact with a person with a speech impairment.
- 13) Knowledge of resources available.

**410B: SERVING PEOPLE WITH DEVELOPMENTAL DISABILITIES & AUTISM SPECTRUM, AND MENTAL HEALTH RELATED DISABILITIES. (2 hours.)**

**INSTRUCTIONAL GOAL:**

This course will provide students with an understanding of how to interact with and protect the rights and dignity of people with developmental disabilities, including intellectual disabilities, persons on the Autism Spectrum, and mental health disabilities.

**PERFORMANCE OBJECTIVES:**

- 1) Discuss the Developmental Disabilities Assistance and Bill of Rights act of 2000 (DD Act).
- 2) Identify/recognize the characteristics of a person with a developmental disability.
- 3) Describe how to interact with a person who has a developmental disability.
  
- 4) Discuss that persons with an intellectual disability may not have any noticeable characteristics.
- 5) Describe how to interact with a person who has an intellectual disability.
- 6) Identify persons with mental health disabilities and how to interact with them.
- 7) Knowledge of resources available.
- 8) Describe/identify/recognize characteristics of a person on the autism spectrum.
- 9) Describe how to interact with a person who lives on the autism spectrum.
- 10) Describe how to take a person on the autism spectrum into custody.
- 11) Knowledge of resources available.

## 410 C: SERVING PEOPLE WHO ARE DEAF, HARD OF HEARING, OR DEAFBLIND (2 hours)

### INSTRUCTIONAL GOAL:

This course will provide students with an understanding of how to interact, communicate with, and protect the rights of people who are deaf, hard of hearing, or deafblind.

### PERFORMANCE OBJECTIVES:

- 1) Understand the definitions of deaf, hard of hearing, and deafblind and that they can have other disabilities as well.
- 2) Identify/recognize characteristics of a person who is deaf, hard of hearing, and deafblind.
- 3) Identify strategies, aids and services available to communicate with a person who is deaf, hard of hearing, or deafblind and understand that the person chooses the modality of communication to be used.
  - Pad and pencil, computer, tablet, smartphone.
  - Sound amplification device.
  - Certified – Registered sign language interpreter (ASL or Signed English are most common)
  - Oral interpreter (Lip reading)
  - Large print
  - Computer screen-reading program
  - Audio recording of printed material
- 4) Discuss practical suggestions for communicating effectively with people who are deaf or hard of hearing, or deafblind.
  - Before speaking, get person's attention.
  - Face person while speaking
  - Speak clearly.
  - Only one person speaks at a time.
  - Do not cover mouth or chew gum.
  - Minimize background noise, if possible
  - When using an interpreter, speak directly to the deaf person, not the interpreter.
  - Use of companions (if applicable)
- 5) Discuss practical suggestions for effective communication with people who are blind or have other visual impairments.
  - Speak clearly.
  - Read out loud and completely any directions or instructions or any documents that the person needs to sign.
  - Before taking photographs or fingerprints, describe the procedures in advance to the person so that they know what to expect.
  - Provide a clear picture when describing something to include, color, texture, shape, and landmarks.
- 6) Discuss guidelines for interacting with a service animal.
- 7) Discuss the law as it applies to service animals.
- 8) Discuss services available.

## 411 CONFLICT MANAGEMENT (4 hours)

### INSTRUCTIONAL GOAL:

This course will introduce the recruit to conflict management. Aspects covered will be the underlying causes of conflict situations and the particular personality or emotional developments which contribute to differences. A variety of cases will be given as examples of some of the dangers inherent in conflict situations. Emphasis will be placed on initiating effective conflict/crisis intervention/management techniques and the use of tactical positioning.

### PERFORMANCE OBJECTIVES:

- 1) Identify proper safety procedures before entering a dispute.
- 2) Identify proper safety procedures once in a dispute.
- 3) Identify proper procedures to comfort emotionally upset or distraught persons.
- 4) Identify techniques to defuse emotionally charged situations.
- 5) Identify use of communication techniques such as para-verbal and non-verbal in conflict management.
- 6) Demonstrate techniques to calm or control an emotionally distraught person.
- 7) Identify alternative actions in resolving a conflict situation such as separate, mediate, refer.
- 8) Demonstrate the principles of conflict resolution.
- 9) Recognize the goals of mediation, when to mediate and how to mediate.
- 10) Identify situations in which a supervisor would be needed.
  - a) Demonstrate in a role play, the resolution of conflicts, e.g.;
    - i) Family dispute
    - ii) Land lord - tenant.
    - iii) Store clerk - customer.
    - iv) Death notification.
    - v) Crime victims.
    - vi) Management - labor
    - vii) Neighborhood disputes
- 11) Identify the evolving response stages to a conflict.
- 12) Define what a conflict is.
- 13) Explain the thinking vs. emotional equilibrium concept of a conflict.
- 14) Discuss the management of each stage of a conflict.
- 15) Create conflicts in class to demonstrate the stages and resolution.
- 16) Blend conflict theory and police tactics in dealing with a conflict.
- 17) Explain pre-intervention strategies.

## 412 CULTURAL AWARENESS AND DIVERSITY (4 hours)

### INSTRUCTIONAL GOAL:

This course will introduce the recruit to cultural awareness and diversity. Issues such as stereotyping, hate, and prejudice will be covered as well as the context structure of various cultures. Recruits will learn about barriers to cross-cultural communication and how to improve such communication. Intentional and unintentional discrimination will be covered. Recruits will be able to relate cultural diversity to policing on an individual and organizational basis. Recruits will be expected to participate in discussions by examining their own cultural differences and life experiences.

### PERFORMANCE OBJECTIVES:

- 1) Define culture.
- 2) Understand cultural diversity.
- 3) Identify the importance of dealing with cultural diversity.
- 4) Identify relevant Connecticut demographics.
- 5) Relate cultural diversity to policing.
- 6) Recognize culture's impact on the community and the police service.
- 7) Define Ethnology.
- 8) Define stereotyping and how it affects individuals and organizations.
- 9) Recognize the relationship between bias, prejudice and cultural diversity.
- 10) Identify intentional and unintentional discrimination and how to prevent both.
- 11) Identify statutory reference related to "racial profiling".
- 12) Identify the basic responsibility of the officer related to filling out Racial Profile forms.
- 13) Understand the concept of power (personal and organizational) and its relationship between individuals, organizations, and personal actions or inactions.
- 14) Understand the concept of process versus content and the importance of dialogue.
- 15) Identify the context structure of cultures.
- 16) Recognize basic cultural differences in nonverbal communication.
- 17) Identify general cultural characteristics.
- 18) Identify ethnocentrism.
- 19) Identify factors influencing cross-cultural communication and relations.
- 20) Identify barriers to cross-cultural communication and relations.
- 21) Identify how to improve cross-cultural communication and relations.



## 413 FAIR AND IMPARTIAL POLICING FOR RECRUITS (6 hours)

### INSTRUCTIONAL GOAL

At the completion of this training the recruit will be effective at solving crimes and handling disorder problems. The recruit will also stay safe and go home at the end of the shift. The recruit will also enhance/promote trust on the part of the people they serve and enhance the legitimacy of the police.

### PERFORMANCE OBJECTIVES

In a classroom setting the recruit will:

1. Recognize their own human biases.
2. Understand how implicit biases can affect perceptions and behavior.
3. Understand how biased policing impacts community members and the department.
4. Understand how FIP supports procedural justice and thus police legitimacy.
5. Develop skills and tactics to reduce the influence of bias on police practice and allow the recruit to be safe, effective and just police professionals.

## 414 BLUE COURAGE (16 hours)

### INSTRUCTIONAL GOAL

Blue Courage is a transformational process focused on the human development of a police officer. It draws on relevant, proven literature and research on human effectiveness, positive psychology, leadership development, and neuroscience. The Heart and Mind of the Guardian is an education process designed to ensure the development of a highly evolved police officer who is prepared at any moment to reflect the best of what policing demands. It is designed to forge a culture of leadership, character and service in the spirit of what democratic policing promises its citizenry. It is a process aimed at developing the right: Heart set, Mindset, Skillset and Toolset, enabling officers to meet the demands of modern policing.

### PERFORMANCE OBJECTIVES

- Identify the course module called “Foundations” to the recruit which offers background information on the development of Blue Courage.
- Identify the power and influence of the police culture and the effect it has on law enforcement professionals and civilians.
- Define the concept of “Nobility in Policing” which identifies and extracts the recruits’ sense of passion, purpose and commitment for the profession.
- Identify and discuss the concept of respect and the importance of building trust and police legitimacy within the community.
- Discuss the meaning(s) of resilience and hope, and their place in law enforcement.
- Identify the concepts of managing emotions and quieting the mind in order to offer the opportunity for optimal performance.
- Discuss the practice of positive psychology and its place in law enforcement regarding mindset and its effect on officer performance.
- Identify the concept of practical wisdom and offer strategies to the recruit for common sense, adaptive problem solving.
- Discuss the importance of health and wellness and offer simple routines and practices for the recruit to maintain said health and wellness.
- Conclude the course by circling back and discussing the concept of nobility in policing and the overall legacy of the profession
- Define cynicism, relationship, identity, integrity, health and stress.
- Define mental toughness, allowing for the essential resilience officers and leaders must have.
- Instill a sense of and commitment to the purpose and nobility of policing.
- Discuss a culture of learning, critical thinking, open-mindedness, tolerance, and healthy curiosity.
- Discuss the development of a moral compass and the requisite courage to do the right thing in any circumstance.
- Explain a sense of passion, purpose, and commitment to the profession of policing.
- Identify skills essential for resilience; managing emotions, quieting the mind, and restoring and recovering energy.
- Define a positive psychology: learning the importance of being grateful, hopeful and living a productive, healthy, happy life.

- Discuss practical wisdom: deploying critical thinking and effective decision making through actions cloaked in doing the right thing that serves the right purpose in any circumstance.
- Identify routines and practices to maintain a healthy brain and body.
- Discuss the nobility of policing and embodying the noblest of character and unquestioned devotion.

## 415 MENTAL HEALTH FIRST-AID (8 hours)

### INSTRUCTIONAL GOAL

Mental Health First Aid concentrates on providing the help offered to a person developing a mental health problem or experiencing a mental health crisis. The first responders will learn to provide first aid until appropriate treatment and support are available or until the crisis is resolved ([www.mentalhealthfirstaid.org](http://www.mentalhealthfirstaid.org)). The course will teach participants how to recognize the symptoms of someone in distress, provide immediate support, and connect them with resources available.

### PERFORMANCE OBJECTIVES

Upon completion of the course, the participant will:

- Be able to identify signs and symptoms of mental illnesses and disorders.
- Demonstrate communication techniques to provide immediate support.
- Discuss ways to perform initial support to the individual to preserve life, prevent further harm, promote recovery, and provide comfort.
- Discuss ways to perform the Mental Health First Aid action plan (ALGEE)
- Assess for risk of suicide or harm.
- Listen nonjudgmentally.
- Give reassurance and information.
- Encourage appropriate professional help.
- Encourage self-help and other support strategies.
- Define myths and overcome misconceptions of mental disorders and problems.
- Demonstrate techniques to distract, diffuse, reduce, and avoid confrontational interactions and improve outcomes.
- Identify resources available through local mental health providers and agencies.
- Identify negative responses and actions while redirecting and enforcing positive options and resolutions.
- Demonstrate individual, public, and officer safety while assessing risk factors of those in crisis.

## 416 PROCEDURAL JUSTICE (1 hour)

### INSTRUCTIONAL GOAL

The curriculum is designed to provide a clear understanding of the concept of police legitimacy, the principles of procedural justice, and the application of both to police work. The focus of the course will be on the four basic actions of procedural justice: 1. Treat people with respect, 2. Listen to what they have to say, 3. Make fair decisions, 4. Explain your actions. Emphasis will be placed on instructing that what officers do matters but how they do it matters more.

### PERFORMANCE OBJECTIVES

- Recognize ways to encourage positive interactions with community members.
- Identify opportunities for discussion during police encounters.
- Identify ways to explain your actions and the legal process appropriate to each party in an incident: civilians, victims, witnesses, arrestees, etc.
- Identify ways to develop partnerships to improve and strengthen relationships within the community.
- Identify implicit biases and stereotypes and how they impact personal interactions.
- Discuss ways to adopt a guardian concept of policing instead of a warrior.
- Encourage transparency and accountability in police actions.
- Identify ways to participate in community-serviced activities.
- Discuss ways to promote a positive and professional image during encounters.
- Discuss de-escalation tactics and less lethal strategies and technologies whenever possible.

## 417 POLICING AGAINST RACISM (2 hours)

**INSTRUCTIONAL GOALS:** The purpose of this course is to introduce police recruits to the fundamental concepts of anti-racism to identify and challenge racism. At the end of this lesson, recruits will be able to identify racist behaviors and racial biases, reflect upon their own experiences and develop strategies to provide fair and impartial police services.

### **PERFORMANCE OBJECTIVES:**

- Define the following:
  - Prejudice
  - Reflexivity
  - Racism
  - Individual Racism
  - Systemic Racism
  - Anti-Racist
  - Bias
- Recognize actions indicative of individual racism.
- Recognize actions indicative of systemic racism.
- Recognize when race is a factor in decision making and discretion.
- Recognize individual behaviors indicative of bias.
- Recognize individual behaviors indicative of racism.
- Discuss self-behaviors in racist activities or racial bias.
- Discuss examples of institutional racism in policing.
- Discuss racial trauma and its relationship with policing.
- Develop strategies to prevent racism

## 418 – COMMUNITY FORUM

**Instructional Goals:** The course will engage the recruit, through personal interactions with community members, into understanding how exchanges with the public build partnerships and contribute to community safety. Through open discussion the recruits will gain an understanding of how police strategies can impact community perception of law enforcement and how community partnerships foster greater cooperation and trust.

### Performance Objectives:

- Develop a recruit's understanding of the significance of working with diverse communities.
- Develop a recruit's awareness of what it means to be a servant-minded leader in their community.
- Discuss how recruits can serve vulnerable populations effectively.
- Understand community expectations of law enforcement officers.
- Identify advocacy groups in the law enforcement communities and how services provided can assist law enforcement.
- Discuss success stories of law enforcement and the community working together to address crime and build communities.

## 419 - Implicit Bias Training Curriculum (2 hours)

**Instructional Goals:** The purpose of this course is to introduce recruits to the fundamental concepts of implicit bias. At the end of this lesson recruits will have a heightened awareness of implicit bias in others, understand the nature of microaggression including strategies to recognize and interrupt them, and appreciate and explain the impact microaggressions have on individuals. Recruits will also understand the impact of biased and unbiased policing has on their community and the importance of fair and impartial policing.

### Performance Objectives:

- Define:
  - Implicit bias
  - Explicit bias
  - Systemic bias
  - Microaggressions (Verbal, Behavioral, Environmental)
  - Anti-bias practices
  
- Recognize actions indicative of individual implicit bias and systemic implicit bias.
- Recognize examples of implicit bias in policies and procedures.
- Distinguish between implicit and explicit bias.
- Recognize the role various identities play in implicit bias (race, poverty, ethnicity, sexual orientation, etc.)
- Recognize microaggressions as the language of implicit bias.
- Understand impact vs. intent in microaggressions.
- Develop skills to identify and interrupt microaggressions from others.
- Recognize the role implicit bias plays in individual decision making.
- Identify the impact of biased and unbiased policing on a community.
- Develop self-awareness of biases.
- Practice reducing and eliminating bias behavior.
- Understand the impact of fair and impartial policing vs. unfair and biased policing.



## 420- ELDER ABUSE AND EXPLOITATION CURRICULUM (2 hours)

### INSTRUCTIONAL GOAL:

This course will focus on instructing students on how to respond to, and investigate, and properly document an incident involving abuse, neglect, or exploitation of an elderly person, the reporting requirements of a police officer, and services that may be provided to victims.

### PERFORMANCE OBJECTIVES:

- Identify who meets the criteria of being considered elderly by Connecticut Statute
  - 17b-450
- Identify what “elder abuse” includes according to Connecticut statute.
- Define abuse.
- Define neglect.
- Define exploitation.
- Identify common types of elder abuse.
- Identify common indicators of elder abuse, neglect, and exploitation.
- Determine if elderly person is in immediate danger of abuse, neglect or exploitation.
- Describe how to conduct an interview of a victim of elder abuse or exploitation.
- Describe how to respond to an abuse, neglect, or exploitation of an elderly person call for service.
- Identify services available to elderly abuse, neglect, and exploitation victims.
  - CT Department of Social Services (Protective Services for the Elderly)
  - CT Commission on Aging
  - Local social services and community resources
- Understand requirements of mandated reporting and applicable forms
- Describe how to investigate and/or document abuse, neglect or exploitation of an elderly person.
- Identify Connecticut General Statutes applicable to elder abuse, neglect, and exploitation.
- Watch and discuss current education training program on elder abuse provided by Department of
- Social Services

500 Criminal Investigation

- 501 Criminal Investigation
  - 501A Surveillance, Informants and Intelligence
  - 501B Identification of Suspects, Crimes Against People and Property
- 502 Crime Scene Processing
  - 502A Fingerprinting
  - 502B Photography
  - 502C Criminalistics
  - 502D Body Worn and Dashboard Cameras
- 503 Interviewing Techniques and Skills
- 509 Explosives and Incendiary Devices
- 509A Terrorism and the Suicide Bomber
- 510 Identification and Handling of Drugs
- 510A Narcotics Field Testing
- 512 Sexual Assault/Rape Crisis
- 514 Gambling, Organized Crime
- 514A Prostitution, Human Trafficking
- 515 Case Preparation
- 517 Motor Vehicle Theft
- 518 Child Abuse and Neglect
- 520 Arson Awareness
- 524 Hate and Bias Crime
- 526 Drug Endangered Children

## 501 PRINCIPLES OF INVESTIGATION (14 hours, included 501, 501A, 501B)

### INSTRUCTIONAL GOAL:

This course will provide the student with the tools, procedures and processes necessary to accomplish the goal of identification, arrest and conviction of the person(s) responsible for the crime.

### SUPPORTING GOALS:

#### 501

Discussion on the qualities, values and ethics of the investigator and the relationship to the victims of crime and the impact on the community will be presented. The framework for investigation and the identification and utilization of Solvability Factors will be discussed.

#### 501A

Familiarity with methods and techniques utilized in investigations, such as Surveillance, Intelligence gathering and use of informants.

#### 501B

Identification of Suspects will be presented and demonstrated. The impact on the community of Crimes against People and Crimes against Property will be presented. Also the unique or special techniques related to the investigation of each.

### PERFORMANCE OBJECTIVES:

#### **501 – Principles of Investigation (4 hours)**

- 1) Identify the characteristics of a good investigator
- 2) Identify the ethical issues which affect criminal investigations.
- 3) Identify various sources of information.
- 4) Understand the need to use the 5 senses in criminal investigation.
- 5) Explain the difference between “Information” and “Evidence.”
- 6) Identify the importance of maintaining a field notebook for preliminary investigations.
- 7) Identify the preliminary investigation framework.
- 8) Identify the need to protect a crime scene and the techniques involved.
- 9) Identify the methods of gathering information.
- 10) Identify recipients and uses of a police investigation.
- 11) Identify general preliminary investigation techniques.
- 12) Identify the twelve Solvability Factors i.e.:
  - a) Witnesses to the crime
  - b) Knowledge of a suspect’s name
  - c) Knowledge of where a suspect can be located.
  - d) Description of a suspect
  - e) Identification of a suspect
  - f) Property with identifiable characteristics, marks or serial numbers so it can be traced
  - g) Existence of significant M.O.
  - h) Presence of a description, which identifies the automobile used by the suspect.
  - i) Presence of significant physical evidence.
  - j) Positive results from a crime scene evidence search
  - k) Belief that a crime may be solved with publicity and/or reasonable additional investigative effort.
  - l) An opportunity for but one person to have committed the crime.
- 13) Define “neighborhood canvass” and identify basic steps when organizing and conducting a neighborhood canvas.

- 14) Identify the responsibilities of the investigator after the offender has been identified and the elements of the offense have been established.

#### **501A (Surveillance, Informants and Intelligence) (2 hours)**

- 1) Identify types of intelligence information which should be gathered on suspected offenders and the commonly available resources to help gather the intelligence.
- 2) Explain the importance of “passing on/sharing” information and intelligence within the law enforcement agency and with other agencies on a “need to know” basis.
- 3) Identify the special problems and concerns when operating with “paid” informants.
- 4) Identify the various methods and procedures for gathering of intelligence.
- 5) Identify the role of intelligence in conducting criminal investigations.
- 6) Identify persons who may be prospective informers.
- 7) Identify factors which establish informant reliability.

#### **501B (Identification of Suspects, Crimes Against People and Property) (8 hours)**

- 1) Understand POSTC Mandatory Uniform Policy: Eyewitness Identification Procedures
- 2) Discuss the general unreliability of eyewitness identification and steps that can make identifications more reliable.
- 3) Define proper use of eyewitness identification within the context of constitutional considerations.
- 4) Identify the various methods of taking statements such as: question and answer, self-written, story form, video and audio taping, to include the pros and cons of each method.
- 5) Identify standard procedures and or formats to use when describing a person or suspect.
- 6) Identify methods of arriving at an identification of a suspect.
- 7) Identify relevant court decisions applicable to, and proper procedures for conducting a photo array or line-up.
- 8) Identify basic practices related to using photographs to verify identity of a person or suspect.
- 9) Identify the circumstances under which a suspect can be compelled to appear in a line-up.
- 10) Practical exercise will include demonstration of organizing, documenting, and conducting a photo array.
- 11) Identify basic practices and methods related to verifying the identity of deceased persons.
- 12) Identify proper procedures for tracing stolen goods.
- 13) Identify methods of establishing value of stolen and recovered property.
- 14) Recognize which cases require the notification of the medical examiner.
- 15) Identify Connecticut law regarding the responsibilities of the Office of the Chief Medical Examiner.
- 16) Define the concepts of:
  - a) Cause of death
  - b) Circumstances of death
  - c) Unattended death
  - d) Postmortem changes and artifacts
- 17) Be able to identify basic wounds and wound patterns to a degree necessary to facilitate the early stages of death investigation.
- 18) Recognize the need to notify the medical examiner and State's Attorney's Office in cases of police officer involved shootings.

## 502 CRIME SCENE PROCESSING (8 hours, total of 15 hours includes 502A, 502B, 502C)

### INSTRUCTIONAL GOAL:

This course is designed to inform the recruit of an officer's responsibility at the crime scene. Discussion will center around the techniques needed for protecting the crime scene, identifying witness and assuring their availability for interview or testimony at a later date. Also covered will be the initial actions for identifying the perpetrator and the effective techniques for organizing and conducting the crime scene search. Points to be stressed will include the first responding officer's responsibilities as they relate to a successful investigation, and the use of crime scene photography in recording evidence.

### PERFORMANCE OBJECTIVES:

- 1) Identify the responsibilities of the first officer arriving at the scene of a crime in terms of:
  - a) Protecting the perimeter of the scene.
  - b) Preventing suspects from destroying evidence such as computer files, and papers.
  - c) Identifying and interviewing victims and witnesses.
  - d) Controlling and directing other officers arriving on the scene until relieved of such responsibility by a superior or a specialist.
  - e) Limiting access to the scene to authorized personnel only and recording such access in accordance with proper procedures.
  - f) Preserving short-lived evidence such as wet tire tracks, small items that can be blown away.
  - g) complete additional crime scene documentation, i.e. crime scene log, vehicle log, witness canvass, etc.
- 2) Identify patrol officer responsibilities relative to the victims at a crime scene.
- 3) Recognize circumstances when specialized assistance should be summoned to a crime scene.
- 4) Identify methods of conducting crime scene searches/search warrant execution.
- 5) Recognize circumstances where particular methods of searching crime scenes are appropriate.
- 6) Identify factors which aid in recognition of evidence during a crime scene search.
- 7) Identify the type of notes which should be taken during a crime scene search.
- 8) Identify methods of preparing a crime scene diagram.
- 9) Identify methods of measuring a crime scene.
- 10) Define legend and rough sketch as it relates to a crime scene diagram.
- 11) Identify tactics used to verify information obtained during a field interview e.g.; separate multiple suspects, witness and compare information, verify information with other sources.
- 12) Identify the importance of arresting the perpetrator or if not at scene, importance of getting accurate description and notifying dispatcher/communications center of pertinent information such as description, method and direction of travel, charges, and weapons used or displayed.
- 13) Identify the importance of observing and recording conditions at scene upon arrival, such as weather, lights on/off, T.V., radio on/off, ice in drinks, smells.
- 14) Identify the importance of photographing, videotaping, digital scanning and digital photography of crime scene and proper procedures to employ.
- 15) Identify the importance of determining the point of entry/exit.
- 16) Explain the methods of identifying the perpetrator.

In a practical exercise, conduct a crime scene search employing the above techniques and procedures.

## 502A FINGERPRINTING (2

hours) INSTRUCTIONAL

### GOAL:

This course will provide the recruit with a basic understanding of both Rolled Ink Impressions & Latent Fingerprints. Emphasis will be placed on the properties of fingerprints which allow them to be used as a positive means of identification, the basis for the fingerprint classification system, the requirements necessary to produce a classifiable recording of the friction ridge detail, common errors of fingerprinting and how to correct them and the use; of rolled impressions in law enforcement activity. Techniques to locate, develop, lift and record latent fingerprints, to have a basic understanding of the equipment associated with fingerprinting and the secondary processes available.

### PERFORMANCE OBJECTIVES:

- 1) Identify the need before fingerprinting to check the condition of the subject's hands for scars and amputations and to ensure they are clean and dry.
- 2) Identify need to explain fingerprinting procedure to the subject.
- 3) Identify appropriate thickness of ink on inking plate for printing.
- 4) Identify the proper technique to roll fingerprints onto the proper space of the card.
- 5) Identify elements of a properly completed fingerprint card.
- 6) Explain the history of fingerprinting including the "Henry System."
- 7) Identify the five (5) basic fingerprint patterns.
- 8) Identify individual fingerprint characteristics e.g; Ridges, Bifurcation, Deltas, Core, Ending Ridge, Short Ridge, Dots.
- 9) Identify techniques for locating and developing latent finger/palm prints.
- 10) Identify various equipment used in the fingerprint process.
- 11) Identify the various methods of photographing latent fingerprints.
- 12) Identify which items of evidence may be dusted for latent fingerprints at the scene and which items of evidence should be sent to the crime laboratory.
- 13) Explain the laboratory's "Automated Fingerprint Identification System" (AFIS).
- 14) Demonstrate proper procedures for fingerprinting a person and obtaining clear, legible prints suitable for comparison and classification.
- 15) Demonstrate proper procedures for dusting and lifting latent finger/palm prints.
- 16) Identify proper technique to roll fingerprints on Digital Live Scan
- 17) Identify why and when elimination prints should be done for comparison
- 18) Identify when a fingerprint would need to be photographed vs. lifted
- 19) Identify what process should be completed first so as to not destroy the print too soon
- 20) Identify the best surfaces for holding fingerprints, i.e. glass

## 502B PHOTOGRAPHY (2 hours)

### INSTRUCTIONAL GOAL:

The purpose of this course is to introduce the recruit to the various types of cameras, film, and related equipment used by law enforcement officers in their daily activities as well as the applicable principles and techniques involved in photographing crime scenes, accident scenes, mug shots, injuries, and evidence.

### PERFORMANCE OBJECTIVES:

- 1) Identify the various cameras and video equipment used by law enforcement officers as well as the strengths and weaknesses of each as they relate to specific functions.
- 2) Identify the parts and functions of the various cameras and video equipment.
- 3) Identify the various types of film or ISO settings for digital cameras as well as the strengths and weaknesses of each relative to specific functions.
- 4) Identify the various principles of photography such as light, composition, distance measurements, depth of field vs. stopping action.
- 5) Identify the purposes of photography at crime/ accident scenes.
- 6) Identify when photographs should be taken as well as proper photographic subject matter in specific cases such as:
  - a) Arrested persons
  - b) Homicides
  - c) Fatal and non-fatal vehicular accidents
  - d) Industrial accidents
  - e) Robbery incidents
  - f) Sex crimes
  - g) Serious assaults
  - h) Burglaries
  - i) Riots, strikes, and demonstrations
  - j) Raids / Search warrant service
  - k) Arsons and explosions
  - l) Evidence
- 7) Identify specialized techniques for obtaining quality photographs.
- 8) Identify Connecticut and Federal court decisions relative to the use of photographs in court.
- 9) Identify how to properly mark photographs for evidentiary purposes.
- 10) Demonstrate the proper use of a 35mm camera.
- 11) Identify how to properly use demonstrate scale in a photograph.
- 12) Demonstrate the proper use of a DSLR and/or digital point and shoot camera
  - a) When they show be used
  - b) How to use different “modes”

## 502C CRIMINALISTICS (3 hours)

### INSTRUCTIONAL GOAL:

Discussion in this course will be focused on the various types of physical evidence, how criminalities can be used to establish innocence or guilt, the importance of collecting and preserving every scrap of evidence available, and the role and resources of the Connecticut Crime Lab. The main objective to be stressed is to never underestimate the results which can be obtained through expert analysis of seemingly unimportant clues and traces left at a crime scene.

### PERFORMANCE OBJECTIVES:

- 1) Recognize common items of evidence found at a crime scene including:
  - a) Liquid
  - b) Clothing
  - c) Projectiles
  - d) Blood
  - e) Narcotics
  - f) Alcohol
  - g) Body fluids
  - h) Firearms
  - i) Minute items
  - j) Fingerprints
  - k) Foot wear
  - l) Tire Tracks
  - m) Spent bullets/casings
  - n) Fingernail scrapings
  - o) Handwriting
  - p) Typewriting
  - q) Tool marks
  - r) Serial numbers
  - s) Paint chips
  - t) Stains
  - u) Glass
  - v) Hair
  - w) Fibers
  - x) DNA
  - y) Touch DNA
  - z) Questioned Documents
  - aa) GSR
  - bb) Insects
- 2) Identify what mitochondrial DNA is and proper technique for processing.
- 3) Identify the types of information forensic laboratory analysis may produce from each of the above.
- 4) Identify the importance of proper camera use at a crime scene.
- 5) Identify the uses and limitations of photographs of an item of evidence.
- 6) Identify the value of laboratory results in conducting a criminal investigation i.e. use of paper or plastic bags.
- 7) Identify proper techniques for collection of various forms of physical evidence at a crime scene.
- 8) Identify proper methods of marking and tagging evidence and confiscated property.
- 9) Identify proper procedures for packing and preservation of various forms of physical evidence from a crime scene i.e. sealing bag, initials, date, time etc....
- 10) Define chain of custody.
- 11) Demonstrate the uses of sterile gloves to collect evidence as opposed to patrol gloves or winter gloves when collecting items for contact DNA.
- 12)



## 502D – BODY WORN AND DASHBOARD CAMERAS (2 hours)

### **Instructional Goals:**

A review and understanding of the current statewide policy regarding use of Body Worn Cameras And Dashboard Cameras.

### **Instructional Objectives:**

In a classroom setting, the student will:

1. Understand the purpose of the Use of Body Worn Recording Equipment and Dashboard Cameras Model Policy.
  2. Familiarize on the general procedures regarding wear and use of BWC's.
  3. Familiarize on the general procedures regarding use of dashboard cameras.
  4. Discuss when recording equipment and dashboard cameras are not to be activated or should be deactivated.
  5. Understand when authorized personnel can access digital media video files.
  6. Understand when non-sworn individuals can review digital media video files.
  7. Understand storage and retention of digital recordings and when it can be released.
- Practical demonstration and familiarization of equipment completed during FTO

## 503 INTERVIEWING TECHNIQUES AND SKILLS (14 hours)

### INSTRUCTIONAL GOAL:

The following topics will be discussed: the desired qualities of an interviewer, the need to establish rapport, the requirement for clear meaningful questioning, effective interview techniques, types and purposes of interviews, the interview environment, advise of rights issues, the importance of obtaining the who, what, where, when, how and why elements of the investigation, and documenting of interviews.

### PERFORMANCE OBJECTIVES:

- 1) Identify ethical considerations related to conducting interviews.
- 2) Identify the purposes for interviewing.
- 3) Identify oral and physical communication responses conducive to effective interviewing; or responding to questions.
- 4) Identify proper procedures for interviewing witness, complainants and suspects.
- 5) Identify background information to be obtained from witnesses, complainants and suspects.
- 6) Recognize when "Miranda Warnings" are required.
- 7) Identify locations best suited for interviewing.
- 8) Identify techniques which may be used to effectively conduct interviews.
- 9) Identify the feelings that accompany an oral statement through observations of nonverbal behaviors and through an analysis of manner in which the message is delivered.
- 10) Identify state laws and court decisions relative to the interview process.
- 11) Identify how to prepare for an interview.
- 12) Identify the traits of an effective interviewer.
- 13) Identify various physiological responses observed during interviews and their probable interpretation.
- 14) Identify truthful and deceptive responses.
- 15) Explain "Multiple Suspect" interview procedures and techniques.
- 16) Identify question formulation process and relevant reasoning.
- 17) Demonstrate in a role play, how "feedback" can be used to improve interviewing abilities.
- 18) Demonstrate in a role play, the effective handling of a person being interviewed displaying various behaviors.
- 19) Demonstrate proper interviewing of suspects while protecting their constitutional rights.
- 20) Demonstrate in a role play proper interviewing of witnesses, complainants and suspects.

## 509 EXPLOSIVES / INCENDIARY DEVICES (2 hours)

### INSTRUCTIONAL GOAL:

This course will cover recognition of explosive and incendiary devices, dispatcher duties relative to bomb threats, suggested security procedures, search techniques, and evacuation procedures.

### PERFORMANCE OBJECTIVES:

- 1) Identify the three "R's" relative to potential explosive investigations.
- 2) Identify the importance of explosive identification related training.
- 3) Identify the various types of explosives and fuses / activation devices.
- 4) Identify the reasons for bomb threats and their delivery methods.
- 5) Identify various security measures that can be employed to reduce bombings at individual locations.
- 6) Identify responsibilities of dispatcher or person receiving bomb threat.
- 7) Identify the three alternatives upon receipt of a bomb threat.
- 8) Identify searching techniques in bomb threat incidents.
- 9) Identify actions to be instituted upon discovery of a possible bomb.
- 10) Identify building evacuation procedures.
- 11) Identify state and federal agencies that can assist in bomb related incidents and how to contact them.
- 12) Identify the Connecticut and Federal criminal statutes dealing with explosives and incendiary devices.

## 509A TERRORISM AND THE SUICIDE BOMBER (4 hours)

### INSTRUCTIONAL GOAL:

To provide the police recruit with a general background on suicide bombing groups and explosives and devices. Provide recruits with a means for identifying suicide bombers. Give tactical considerations for dealing with suicide bombers and provide post detonation procedures.

### INSTRUCTIONAL OBJECTIVES:

- 1) List terrorism threat levels.
- 2) Understand the basic definitions as applied to terrorism.
- 3) Understand the history of suicide bombers and bombings, overseas and in the US.
- 4) Identify the specific steps suicide bombers make in order to carry out a successful attack.
- 5) Identify the risk assessment procedures as they relate to suicide bombers.
- 6) Understand the concept of predictive profiling.
- 7) List the characteristics and behavior patterns of suicide bombers.
- 8) Identify tactics, techniques and procedures for dealing with explosives connected to terrorism and suicide bombers.
- 9) Identify some typical suicide explosive configurations.
- 10) Understand how suicide bombers choose their targets.
- 11) Understand the legal requirements of detention, reasonable suspicion, probable cause and lethal force when attempting to investigate a potential suicide bomber.
- 12) Identify the response considerations.
- 13) Identify the tactics, techniques and procedures in a tactical response to suicide bombers.
- 14) Identify the procedures to be followed in a post detonation scenario.

## 510 IDENTIFICATION AND EVIDENCE COLLECTION OF DRUGS (16 hours, includes 510A)

### INSTRUCTIONAL GOAL:

This course will enable the officer to effectively assist in drug investigations at the patrol level. Emphasis will be placed on the procedures for initiating and investigating a drug case, knowing the classification of drugs, recognizing the psychological and physiological effects of the various abused drugs, and have an awareness of the outward manifestations of drug use and abuse.

### PERFORMANCE OBJECTIVES:

- 1) Define the legal and common terms associated with drug use.
- 2) Explain the "Controlled Substance Schedules".
- 3) Identify the most common forms of drugs i.e., Barbiturate and other depressant types, Morphine type, "Designer Drugs" and narcotic analogues, Amphetamine and other stimulant types, Hallucinogenic types, Phencyclidine (PCP), and Cannabis types.
- 4) Identify the physical appearance of the above drugs, their packaging methods, their forms of sale by weight and price, common street names, the physiological effects and outward manifestations of a person under their influence, their action and effects on the human body, and their methods/routes of administration.
- 5) Recognize observable signs which indicate drug related offenses at a location.
- 6) Identify proper procedures for conducting drug investigations.
- 7) Identify elements of drug smuggler profiles.
- 8) Identify various types of drug paraphernalia and their uses.
- 9) Identify the Connecticut state statutes relative to drug and drug paraphernalia violations.
- 10) Identify applicable federal statutes relative to drug violations.
- 11) Identify the dangers inherent in being cut, or pricked by drug related paraphernalia and the proper equipment and methods used to search persons and places while minimizing exposure to such injuries.
- 12) Identify common methods and places of concealment and how to discover same during a search of persons, buildings, and vehicles.
- 13) Define "possession" and "constructive possession."
- 14) Identify major federal and state court decisions relative to drug related investigations.
- 15) Identify the role of federal and state authorities in drug violation investigations.
- 16) Identify the various methods of properly and safely securing and packaging drugs and drug paraphernalia for evidence related purposes.
- 17) Identify and demonstrate the proper method of field testing various drugs.
- 18) Participate in a controlled "Marijuana burn."

## 512 SEXUAL ASSAULT / RAPE CRISIS (4 hours)

### INSTRUCTIONAL GOAL:

This course will introduce the recruit to the Connecticut Sexual Assault statutes, special concerns relative to the interviewing of sexual assault victims, rape crisis intervention techniques, specific investigative methods to be used in sexual assault cases, as well as the collection and preservation of sexual assault evidence.

### PERFORMANCE OBJECTIVES:

- 1) Identify common myths and facts relative to sexual assault.
- 2) Recognize and explain "Rape Trauma Syndrome" including the Three Stage Rationalization Process (Shock/Guilt-Crisis, Denial and Acceptance).
- 3) Explain the methods of interviewing and obtaining statements from sexual assault victim and the priorities involved.
- 4) Identify the proper method of performing Dispatcher functions in sexual assault cases.
- 5) Identify and apply the various sexual assault and related criminal statutes.
- 6) Identify the five (5) types of rapists.
- 7) Identify the thirty-one (31) sex crime terms as presented in class.
- 8) Identify the primary child molester.
- 9) Identify the difference between the terms "child molester" and "pedophile."
- 10) Identify the five (5) manners of death.
- 11) Identify how to differentiate autoerotic fatality from suicide and homicide.
- 12) Identify the twelve (12) crime scene techniques involved in autoerotic fatalities.
- 13) Recognize the methods of identifying, collecting, preserving and maintaining evidence in sexual assault cases and autoerotic incidents.
- 14) Identify the various components of the Connecticut Sexual Evidence Collecting Kit.
- 15) Identify the responsibility of the medical authorities and law enforcement agencies relating to Sexual Evidence Collecting Kits in cases where a criminal complaint has been lodged and in cases where no criminal complaint has been lodged.

514 GAMBLING, PROSTITUTION, ORGANIZED CRIME AND HUMAN TRAFFICKING (4 hours, includes 514A)

**INSTRUCTIONAL GOAL:**

The first part of this course will introduce the recruit to organized crime, its form, organizational structure, various components, activities, and its influence and impact in Connecticut.

The second part of the course will concentrate on the forms, extent and nature of gambling in Connecticut as well as appropriate investigative and evidence gathering techniques and practices.

**PERFORMANCE OBJECTIVES:**

- 1) Explain the history and background of organized crime.
- 2) Distinguish "Organized Crime" from "structured" criminal groups.
- 3) Identify the scope of organized crime activities.
- 4) Identify the major and emerging groups involved in organized crime.
- 5) Identify the social, economic and political consequences of organized crime.
- 6) Identify the organized crime groups operating in Connecticut.
- 7) Identify the primary criminal activities of organized crime in Connecticut.
- 8) Identify investigative strategies and techniques to assist in successfully combating organized crime.
- 9) Identify the types and extent of illegal gambling in Connecticut.
- 10) Identify the influence of gambling on other crimes.
- 11) Identify the Connecticut General Statutes that cover gambling.
- 12) Define and explain the various forms of "Policy" or "Numbers" betting.
- 13) Identify the organizational structure of a Numbers Betting Organization.
- 14) Define and explain the various forms of "Sports" wagering.
- 15) Define and explain the various forms of "Horse Race" wagering
- 16) Identify the techniques used for investigating illegal gambling including the use of informants, and surveillances.
- 17) Identify the types of evidence to be secured in gambling cases.
- 18) Identify methods and areas used to conceal gambling related evidence.
- 19) Identify methods and devices used by gambling operators to detect and prevent successful police raids.
- 20) Identify the items that should be listed in a search and seizure warrant in gambling cases.

## 514 A PROSTITUTION AND HUMAN TRAFFICKING

**INSTRUCTIONAL GOAL:** In human trafficking recruits will know how to recognize suspected cases of modern-day slavery and the related offense activities of physical and sexual abuse of women and children, offenses resulting in bodily harm, sex offenses not included under the heading of “victimless crime” and the exploitation of illegal immigrant workers.

### PERFORMANCE OBJECTIVES:

- 1) Identify proper procedure for conducting the initial investigation for:
  - a) Human smuggling
  - b) Trafficking Victims Protection Act of 2000 TVPA
  - c) TVPA revisions- including RICO provisions
  - d) Exploitation of labor
  - e) Monetary profits encompassing organized crime and the criminal enterprises worldwide from trafficking



## 515 CASE PREPARATION (2 hours)

### INSTRUCTIONAL GOAL:

This course will focus on the importance of presenting a case in a clear, concise and complete manner to include all the required information for the prosecutor, the preparation of a case summary, and the value of frequent communication with the prosecutor during the course of the investigation so that he may suggest the type of information necessary to ensure a successful prosecution.

### PERFORMANCE OBJECTIVES:

- 1) Provide an overview of the Division of Criminal Justice including its organization and mission.
- 2) Identify the fundamental requirements of case preparation to include:
  - a) Content and methods of reporting
  - b) Preparation of attachments to reports or exhibits
  - c) Review and analysis of all materials to assure that the essential elements of proof are present
- 3) Identify procedures for preparing a criminal complaint.
- 4) Identify recommended procedures relative to evidence gathering from the prosecutor's view.
- 5) Identify pretrial identification procedures of concern to the prosecutor.
- 6) Identify concerns of the prosecutor relative to interviews.
- 7) Identify problematic areas dealing with; field notes, report writing, tape recording, sketches, and diagrams.
- 8) Identify issues concerning Probable Cause.

## 517 MOTOR VEHICLE THEFT (2 hours)

### INSTRUCTIONAL GOAL:

This course is designed to familiarize the recruit with the classifications of auto theft, the various techniques that thieves use, and the identification of stolen motor vehicles. The methods and techniques of investigation will be discussed; more specifically, the location and character of vehicle identification numbers, the noticeable irregularities of suspect vehicles, the methods of auto thieves and auto theft "rings", "joy riding", and commercial salvage operations. Emphasis will be placed on prevention and early apprehension.

### PERFORMANCE OBJECTIVES:

- 1) Explain the function of the "National Insurance Crime Bureau"; how they can be contacted, and how they can assist the police with motor vehicle theft investigations.
- 2) Identify other agencies that can assist in vehicle theft cases, i.e. Motor Vehicle Department, CSP Auto Theft task Force, IAATI, CAATAI.
- 3) Identify the four reasons for the study and investigation of vehicle theft.
- 4) Identify common locations where vehicles are stolen or deposited.
- 5) Identify the methods of operation for vehicle theft.
  - a) Tools used
  - b) Methods of entry
  - c) Methods used to start vehicles
  - d) Methods used to avoid detection
- 6) Identify the six (6) classes of auto theft.
- 7) Identify procedures to verify title information.
- 8) Identify proper procedures to inventory impounded vehicles.
- 9) Identify methods to determine where to locate vehicle identification numbers.
- 10) Demonstrate how to look up information in the "National Insurance Crime Bureau" reference guide.
- 11) Identify methods to determine if the VIN is a proper one.
- 12) Define the various terms pertaining to vehicle theft investigations.
- 13) Identify the role and importance of the patrol officer in vehicle theft.
- 14) Identify types of outlets used by the "professional" to dispose of stolen vehicles.
- 15) Identify techniques for patrol officers to utilize for spotting stolen vehicles.
- 16) Identify the potential police liability involved in the confiscation and return of a stolen vehicle.
- 17) Identify the methods to identify a vehicle.
- 18) Identify various insurance scams and frauds relative to stolen vehicles.
- 19) Identify and explain the following; "Chop Shops", "Salvage Switches" and "Gray Market Vehicles"
- 20) Identify the various Connecticut State Statutes pertaining to vehicle thefts.
- 21) Identify federal and state court decisions concerning vehicle theft.
- 22) Identify specific areas of concern relative to: Vehicle Arson, Marine/Boat Theft Construction Equipment/ Off Road Equipment Theft, Commercial Vehicle Theft, and Motorcycle Theft.
- 23) Identify proper procedures for conducting investigations for vehicle theft.

## 518 CHILD ABUSE & NEGLECT (4 hours)

### INSTRUCTIONAL GOAL:

The purpose of this course is to teach recruits how to recognize suspected cases of neglect, abuse, and the sexual abuse of children. Interviewing methods appropriate for children will be covered as well as proper child protection reporting procedures.

### PERFORMANCE OBJECTIVES:

- 1) Define the following terms:
  - a) Child
  - b) Abused child
  - c) Neglected child
  - d) Mandatory Reporting Laws
  - e) Child Abuse/Neglect
- 2) Identify the Connecticut State Statutes relative to child protection issues including mandatory reporting laws.
- 3) Identify proper procedures for conducting investigations for:
  - a) Abuse
  - b) Neglect
  - c) Sexual abuse
- 4) Identify various public and private groups and agencies that can assist and/or have responsibilities for child abuse/neglect cases.
- 5) Identify proper and effective methods for interviewing child victims.

## 520 ARSON AWARENESS (2 hours)

### INSTRUCTIONAL GOAL:

This course will familiarize the recruit with the Connecticut State Statutes relative to arson related crimes, the investigatory responsibilities of patrol officers in arson cases, arson investigative techniques including preservation of evidence, and the role of other state and federal law, enforcement agencies concerning arson investigations.

### PERFORMANCE OBJECTIVES:

- 1) Define arson.
- 2) Identify the Connecticut statutes relative to arson and arson investigations.
- 3) Identify the economic, social and human loss associated with arson.
- 4) Define the common arson related terms.
- 5) Identify the motives of fire setters.
- 6) Identify the role and responsibility of the State and Local Fire Marshals.
- 7) Identify the major state and federal court decisions relating to arson and arson investigations.
- 8) Identify the duties and responsibilities of initial responding officers.
- 9) Identify the key elements that should be noted by initial responding officers.
- 10) Explain the Connecticut "Arson Tip Award" program.
- 11) Identify the types of evidence to look for and the methods to preserve it at possible arson scenes.
- 12) Identify key, questions to ask owners/victims in possible cases of arson.
- 13) Identify private and governmental agencies that can assist in arson investigations.
- 14) Identify the Arson Task Force, its purpose and composition.

## 524 HATE AND BIAS CRIME (2 HOURS)

### INSTRUCTIONAL GOAL:

This course will familiarize the recruit with the Connecticut State Statutes relative to Hate and Bias Crime. It will also familiarize the recruit with precursors to acts based on hate and bias and allow the recruit to recognize these types of crimes.

### INSTRUCTIONAL OBJECTIVES

1. Identify intentional and unintentional discrimination and how to prevent both
2. Recognize the relationship between bias, prejudice and cultural diversity
3. Relate cultural diversity to policing
4. Describe the key elements of hate crime statutes
5. Identify the unique impact hate crimes have on victims and communities
6. Define Hate Crime/ Hate Incidents
7. Discuss key indicators of hate crimes
8. Discuss the role of police in hate crime investigations/incidents
9. Discuss the role of the first responder
10. Recognize and define circumstances which constitute offenses against the public peace under the 53 sections of the General Statutes and offenses related to Intimidation Based on Bigotry or Bias.

## 526 DRUG ENDANGERED CHILDREN (2 hours)

### INSTRUCTIONAL GOAL

*“A drug endangered child is a person, under the age of 18, who lives in or is exposed to an environment where drugs, including pharmaceuticals, are illegally used, possessed, trafficked, diverted, and/or manufactured and, as a result of that environment: the child experiences, or is at risk of experiencing, physical, sexual, or emotional abuse; the child experiences, or is at risk of experiencing, medical, educational, emotional, or physical harm, including harm resulting or possibly resulting from neglect; or the child is forced to participate in illegal or sexual activity in exchange for drugs or in exchange for money likely to be used to purchase drugs.”*

The curriculum recognizes the definition of drug endangered children and focuses on the collaborative partnerships necessary between schools, parents, child protection services, law enforcement, and other practitioners and agencies.

### PERFORMANCE OBJECTIVES

- Identify the risks faced by drug endangered children.
- Demonstrate opportunities to intervene on behalf of the children at risk.
- Identify the public health and safety initiatives outlined in the federal task force research on drug endangered children and make referrals to the appropriate partners:
  - Preventing drug use in our communities.
  - Seeking early intervention opportunities in health care.
  - Integrating treatment for substance use disorders into health care and supporting recovery.
  - Breaking the cycle of drug use, crime, and incarceration.
  - Disrupting domestic drug trafficking and production.
  - Strengthening international partnerships; and
  - Improving information systems to better address drug use and its consequences.

# 600 Patrol Procedures

- 601 Accident Investigation
- 602 Problem Solving Policing
- 602A Computer Crime Familiarization
- 603 Crime Prevention
- 604 Crimes in Progress
- 605 Handling Animals
- 606 Crowd Control and Civil Disorder
- 607 Domestic Violence Response
- 608 Hazardous Materials
- 608A Electrical Emergencies
- 610 Impaired Driving
- 610A Intoximeter Certification
- 610B DMV Per Se Hearings
- 611 Motor Vehicle Law and Enforcement
- 612 Patrol Preparation and Techniques
- 614 COLLECT
- 615 Weapons of Mass Destruction
- 616 Vehicle Stop Techniques
- 617 Civil Complaints and Service Calls
- 618 Note Taking and Report Writing

- 619 Roadblocks
- 620 K-9 Teams
- 621 Seized Property
- 623 Traffic Direction and Control
- 624 Gangs
- 625 Missing Persons
- 626 Critical Incident Management
- 627 National Incident Management System (NIMS)
- 628 Offender Based Tracking System Familiarization
- 629 Blue on Blue and Off-Duty Encounters



## 601 ACCIDENT INVESTIGATION (24 hours)

### INSTRUCTIONAL GOAL:

This course will familiarize the recruit with the procedures employed in the investigation of traffic accidents. Each of the following topics will be discussed: methods of parking at the scene, questioning witnesses and participants, observing drivers, checking vehicles involved in accidents, checking roadways, signs and signals, measuring, photographing, and hit & run problems.

### PERFORMANCE OBJECTIVES:

- 1) Define motor vehicle accident.
- 2) Define motor vehicle non-traffic accident.
- 3) Define a fatal motor vehicle accident.
- 4) Identify proper sequence of action at accident scene based on severity and type of accident.
- 5) Identify procedures to protect traffic accident scenes and prevent secondary accidents.
- 6) Identify need to check surrounding area for persons who may have been injured in traffic accident.
- 7) Identify legal requirements/department regulations pertaining to need to complete state accident report.
- 8) Identify procedures to locate witnesses, record statements of witnesses, and identify items of evidentiary value that may be present at an accident scene.
- 9) Identify proper search technique for physical evidence at an accident scene.
- 10) Identify proper method for measuring skid marks based on type and extent of skid.
- 11) Identify proper procedures to take coordinates and/or triangulation measurements of traffic accident scenes and prepare a field sketch.
- 12) Identify proper procedures to interview persons involved in traffic accidents.
- 13) Identify motor vehicle equipment that needs to be tested after an accident and the most appropriate method to test.
- 14) Demonstrate proper preparation of the State of Connecticut MMUCC PR-1 Uniform Police Crash Report
- 15) Identify need to complete citation at traffic accident, if appropriate.
- 16) Identify need to identify traffic engineering defects that may have contributed to the accident.
- 17) Identify need to ascertain that parties involved in traffic accident exchange necessary personal information.
- 18) Identify need to inform owner of vehicle involved in traffic accident of vehicle location, if towed.
- 19) Identify need to inventory personal property of incapacitated accident victims.
- 20) Identify need to follow up serious personal injuries resulting from traffic accident.
- 21) Identify need to remove accident scene debris from roadway and place it in safe location or notify appropriate agency.
- 22) Identify requirements when a vehicle strikes a large animal, e.g. deer.
- 23) Identify appropriate procedure to be used for off-road vehicle accidents.
- 24) Identify proper procedures for conducting investigation of hit & run traffic accidents.
- 25) Identify the elements that must be proven in hit & run cases.
- 26) Identify circumstances that dictate the need for photographs and technical expertise at the scene of an accident.

- 27) Given a practical exercise depicting an accident scene, prepare an acceptable proportional diagram that reflects the following;
- a) probable area of impact,
  - b) final positions of vehicles,
  - c) traffic control devices,
  - d) street names,
  - e) visual obstructions, and direction of north.
- 28) Also demonstrate the proper method of completing an infraction/misdemeanor summons with appropriate charges based on the practical exercise.

## 602 PROBLEM ORIENTED POLICING (6 hours)

### INSTRUCTIONAL GOAL:

This course will focus on intelligent policing. Topics to be covered include elements essential to creating a constructive climate for solving community relevant problems, the role of the individual officer in fostering community perceptions of the police, actions that can be taken by the police, as well as ways in which the police can involve citizens and other private and governmental agencies in the development, and implementation of problem-oriented policing. Major emphasis will be placed on the fact that the degree of citizen involvement and cooperation is in direct proportion to their understanding and shared goals of law enforcement.

### PERFORMANCE OBJECTIVES:

- 1) Recognize the police role as being far more than identifying and apprehending persons committing serious criminal offenses.
- 2) Conclude that the police role is incredibly complex and exists in context with community priorities.
- 3) Explain the current responsibilities of the police to:
  - a) Identify criminal offenders and criminal activity and, where appropriate, to apprehend offenders and participate in subsequent court proceedings.
  - b) Reduce the opportunities for the commission of some crimes through preventive patrol and other measures.
  - c) Aid individuals who are in danger of physical harm.
  - d) Protect constitutional guarantees.
  - e) Facilitate the movement of people and vehicles.
  - f) Assist those who cannot care for themselves.
  - g) Resolve conflict.
  - h) Identify problems that are potentially serious law enforcement of governmental problems.
  - i) Create and maintain a feeling of security in the community.
  - j) Promote and preserve civil order.
  - k) Provide other services on an emergency basis.
- 4) Identify the importance of public support and that effective community relations services essential to gaining that support.
- 5) Explain the "Broken Window Syndrome" and its relationship to law enforcement.
- 6) Identify the concept and process of "Problem Solving" and how it can be applied by individual police officers in the context of problem-solving policing.
- 7) Identify various community services, organizations and agencies that can be effectively utilized by the individual police officer in the application of problem-solving policing.
- 8) Identify and explain the various styles of policing, their effectiveness and applicability to American policing today.
- 9) Understand and appreciate the importance of courtesy, empathy, and respect.
- 10) Identify possible positive consequences for law enforcement as a result of the implementation of community relevant successful crime prevention and problem-solving processes.
- 11) Explain the importance of forming partnerships/team building to include the law enforcement agency, other governmental agencies, private entities, and various segments of the community.

- 12) Identify the proper methods to form successful partnerships / team building.
- 13) Interpret the statement “There are serious weaknesses in thinking about crime as essentially a ‘police problem.’”
- 14) Identify laws and practices related to receiving, documenting and/or referring to citizen’s complaints against law enforcement personnel.

A Practical exercise will demonstrate problem solving.

## 602A COMPUTER CRIME FAMILIARIZATION (2 hours)

### INSTRUCTIONAL GOAL:

The goal of this block of instruction is to allow the basic recruit to recognize the investigative value of digital evidence, assess available resources, identify the equipment and supplies that should be taken to electronic crime scenes, assess the crime scene and the digital evidence present and designate the assignments, roles, and responsibilities of personnel involved in the investigation.

### INSTRUCTIONAL OBJECTIVES:

1. Identify the various electronic devices and types, description, and potential evidence computer systems that may be present at a crime scene such as storage devices, handheld devices, peripheral devices and other potential sources of digital evidence.
2. Identify a computer network at the scene and potential use in investigations.
3. Identify investigative tools and equipment for collecting digital evidence.
4. Understand the procedures and protocols for securing and evaluating the scene.
5. List the methods and items necessary for appropriately documenting the scene.
6. Identify the items needed in evidence collection.
7. Understand the procedures for packaging, transportation, and storage of digital evidence.
8. Identify sources of potentially valuable electronic crime and digital evidence considerations by crime category.
  - A. child abuse or exploitation
  - B. computer intrusion
  - C. counterfeiting
  - D. death investigation
  - E. Domestic violence, threats, and extortion
  - F. e-mail threats, harassment, and stalking
  - G. gambling
  - H. identity theft
  - I. narcotics
  - J. online or economic fraud
  - K. prostitution
  - L. software piracy
  - M. telecommunication fraud
  - N. terrorism (homeland security)

## 603 CRIME PREVENTION (2 hours)

### INSTRUCTIONAL GOAL:

The purpose of this subject is to acquaint the recruit with the concepts of crime prevention. Topics will include: the actions which can be taken by the police, as well as ways in which the police can involve citizens in the process of preventing crime. Emphasis will be placed on home security, business security and personal safety, as well as the individual officer's role in the department's overall crime prevention effort. Discussion will include the three forms of crime prevention activity, i.e. mechanical devices, control of conditions or environment and re-direction of individuals.

### PERFORMANCE OBJECTIVES:

- 1) Identify the relationship between crime prevention and police public relations.
- 2) Identify the role of the individual police officer in an agency's crime prevention effort and the importance of that role to the successful achievement of the agency's overall crime prevention goals.
- 3) Identify the "Direct" and "Indirect" methods of crime prevention, i.e., mechanical devices, control of conditions and/or environment, and re-direction of individuals.
- 4) Identify the types of alarms (audible and silent), the advantages and disadvantages of both types, and the proper response procedures.
- 5) Identify the three fundamental parts needed for an "Intrusion Detection System."
- 6) Identify the various types of locking devices and their uses.
- 7) Identify the various types of lighting and their application and limitations to crime prevention.
- 8) Explain the meaning of "Target Hardening."
- 9) Comprehend the concept of "premise survey."
- 10) Identify the advantages and disadvantages of various types of self-protection devices and equipment.
- 11) Identify the various methods to detect and prevent:
  - a) Shoplifting.
  - b) Forgery/Bad Checks
  - c) Robbery
  - d) Criminal Mischief
  - e) Auto Theft
  - f) Sexual Assault
  - g) Crimes Against The Elderly
  - h) Burglary
- 12) Identify basic methods that a business person can use to detect and/or respond to workplace violence.
- 13) Identify basic methods a person can use to recognize and/or respond to school violence.

## 604 CRIMES IN PROGRESS (20 hours, includes 604A, 604B)

### INSTRUCTIONAL OBJECTIVE:

This course is designed to provide the officer with an understanding of their responsibilities and duties relative to crime in progress calls. Topics will include responsive and responsible driving, approach, arrival, building entry and search, general duties at the scene, general search at scene, special problems, active aggressor and inherent dangers.

### PERFORMANCE OBJECTIVES:

1. Identify proper procedure and thought process upon initial receipt of a crime in progress.
2. Identify proper procedures while approaching a crime scene i.e. robbery, burglary, assault etc...
3. Identify the methods to arrive at a scene cautiously.
4. Identify the need to cooperate approach to the scene with other officers to ensure that.
  - a. the possible suspect(s) escape routes are covered.
  - b. officers arrive to the scene safely.
  - c. officers know the quickest most direct route to the scene.
  - d. victims and citizens are safe.
5. Identify desirable information to determine identification and location of suspect(s) if none are located at the scene.
6. Identify the need to quickly advise dispatcher of arrival to scene, relevant information to the crime, and disposition.
7. Identify proper procedures for tracking a person from a scene.
8. Identify how and when to establish a perimeter.

### 604A Building Searches

1. Identify the need to properly and tactically cover the building until entry team arrives
2. Identify the need to search/secure the perimeter prior to building entry
3. Identify proper building approach tactics.
4. Identify how to tactically look into a room prior to entering.
5. Identify the differences between dynamic room entry and slow and methodical room entry.
6. Identify how to conduct a room entry with two or more officers.
7. Identify proper Stairwell and hallway entry, search, and clearance tactics.
8. Demonstrate proper room, stairwell, and hallway entry, search, and clearance tactics with flashlight and/or firearm drawn.
9. Identify techniques to systematically search the interior of a crime-in-progress scene for suspect(s) and evidence of a crime.
10. Demonstrate the proper search of a building and/or dwelling in simulated situations.

11. Identify how these tactics and techniques apply to Active aggressor scenes where human life is in immediate danger.
12. Identify that when human life is in immediate danger some techniques become secondary, i.e. perimeters, systematic searches, etc...
13. Identify special tactics and/or techniques applied to Active aggressor/ homicide in progress scenes.

#### 604B Stopping Suspicious Persons

1. Identify the need to maintain a proper distance when talking and/or approaching a suspect or suspicious person.
2. Describe and demonstrate the proper Utilization of “contact and cover” when dealing with suspects or suspicious persons.
3. Discuss the safety tactics utilized in suspect/ suspicious person contacts, i.e. identification of police, cover, concealment, position of advantage, etc...
4. Discuss the 1 + 1 rule with suspects and weapons.
5. Identify when it is justifiable to stop suspicious person
6. Identify when it is justifiable to conduct a terry frisk/pat down of a suspicious person.
7. Identify when it is appropriate to secure suspicious person in handcuffs
8. Identify physical cues a suspect or suspicious person portrays prior to flight or fight.
9. Demonstrate through practical scenarios.
  - a. Stopping suspicious persons
  - b. Conducting terry frisk/pat downs of suspicious persons.
  - c. Use of contact and cover with suspicious persons.
  - d. Use of cover, concealment, and position of advantage with suspicious persons.



## 605 HANDLING ANIMALS (2 hours)

### INSTRUCTIONAL GOAL:

This course will familiarize the recruit with the responsibilities and agencies for handling animals, appropriate Connecticut laws pertaining to animals, and procedures in case of dog attacks. Emphasis will be placed on rabies.

### PERFORMANCE OBJECTIVES:

- 1) Identify the methods concerning the handling and disposition of vicious, injured or sick animals.
- 2) Identify the agencies which will provide assistance in treating or disposing of injured, dead or abandoned animals.
- 3) Identify the procedures for handling and processing of animal bite cases.
- 4) Identify Connecticut laws dealing with nuisance dogs, roaming dogs, killing of dogs doing damage, and failure to report injury to dogs.
- 5) Identify Connecticut laws pertaining to cruelty to animals and endangered species.
- 6) Identify Connecticut laws relative to quarantining of animals.
- 7) Identify indications of imminent dog attack, protective equipment, and defensive procedures.
- 8) Identify other Connecticut laws dealing with animal related problems that often confront police officers.

## 606 CROWD CONTROL AND CIVIL DISORDER (4 hours)

### INSTRUCTIONAL GOAL:

This course will cover aspects of civil disorder, including the various levels of violence and damage, the patterns of disorder and the traditional approaches to disorder control. Emphasis will be placed on prevention techniques and alternatives to the use of force in crowd control and dispersal. Proper use of chemical agents will be discussed.

### PERFORMANCE OBJECTIVES:

- 1) Identify the need to assess the size, type, nature, and character of a crowd.
- 2) Identify manpower, equipment and tactical alternatives usable in crowd control.
- 3) Identify need to determine leaders and agitators of hostile groups.
- 4) Identify proper procedures for effecting arrests in crowd conditions.
- 5) Identify the various tactical crowd/mob control formations.
- 6) Identify the elements of Connecticut State Statutes pertaining to riot/crowd control.
- 7) Explain the effects of various gas munitions and corresponding first aid procedures.
- 8) Participate in a gas contamination practical exercise including appropriate de-contamination procedures.
- 9) Identify the psychological aspects of mob behavior and the dynamics of various phases of crowd/mob evolution.
- 10) Identify constitutional issues such as the 1<sup>st</sup> Amendment rights to free speech and assembly, along with the responsibility and role of the police regarding same.
- 11) Identify circumstances in which chemical agents may be used to control a crowd.
- 12) Demonstrate techniques to properly deploy chemical agents.
- 13) Demonstrate practical formations in a simulated or actual contaminated environment.

## 607 DOMESTIC VIOLENCE RESPONSE (16 hours)

### INSTRUCTIONAL GOAL:

This course is designed to assist the recruit in understanding and complying with model policy procedures and response intervention guidelines that conform to Connecticut's Domestic Violence Prevention Act. Emphasis is on understanding the dynamics of family and household violence, to promote victim safety and batterer accountability, while ensuring officer safety.

### PERFORMANCE OBJECTIVES:

- 1) Identify the ethical issues in domestic violence cases.
- 2) Recognize the elements of the Connecticut Family/Household Violence Act and the need for law enforcement officers to enforce the legislative intent of the Act.
- 3) Identify indications of possible Family/Household violence as well as factors that cause such violence.
- 4) List the Family violence victim rights and assistance referral options mandated by Connecticut law.
- 5) Identify the elements of "Protection Orders," "Restraining Orders," and "Standing Protective Orders."
- 6) Identify the responsibilities of law enforcement officers when violations of Protection Orders, Restraining Orders, or Standing Restraining Orders have occurred.
- 7) List the factors that shall not influence the officer's decision to arrest.
- 8) Identify the importance to document efforts to ensure victim safety given an assessment of imminent threat.
- 9) Demonstrate the ability to properly document a family violence incident using appropriate State of Connecticut forms.
- 10) List credible and reliable factors attributed to speedy information/probable cause to take one of the following actions; summons arrest, full custody arrest, or warrant arrest.
- 11) Identify the responsibilities of law enforcement officers at the scene of a Family/Household Abuse complaint.
- 12) Demonstrate and identify proper techniques to investigate domestic conflict as it relates to the batterer and victim.
- 13) Identify appropriate intervention strategies to insulate victims from violence.
- 14) Identify appropriate tactical scene approach and victim-suspect encounter.
- 15) Demonstrate the ability to analyze domestic violence case scenarios and effectively resolve the dilemmas with the facts & circumstances presented.
- 16) Identify the nature, extent, and causes of family violence by evaluating statistical data from various state, federal and private sources.
- 17) Identify behaviors and evidence characteristic of victim's self-defense in domestic violence cases.
- 18) Identify victim's behavior during conflict and stress and how that behavior may appear to be aggressive after the arrival of the police.
- 19) Identify and explain the key provisions of the federal "Violence Against Women Act" "which is part of the Violent Crime Control and Law Enforcement Act of 1994."
  - a) Title 18 U.S.C. Sections 922 (d) and (g): "Disposal, Receipt or Possession of Firearm"
  - b) Title 18 U.S.C. 2261 (a)(1): "Interstate Domestic Violence"

- c) Title 18 U.S. C. 2261 (a) (2): "Causing the Crossing of A State Line by Force, Coercion, Duress, or Fraud"
  - d) Title 18 U.S. C. 2262: "Interstate Violation of a Protective Order"
  - e) Title 18 U.S.C. 2261A: "Interstate Stalking"
  - f) Title 18 U.S.C. 2265 and 2266: "Full Faith and Credit"
- 20) Demonstrate knowledge of the risk assessment instrument found in CT Lethality Assessment Program.

## 608 HAZARDOUS MATERIALS (8 hours)

### INSTRUCTIONAL GOAL:

This course is designed to meet the OSHA requirements for response to hazardous materials incidents covered under the Code of Federal Regulations, Title 29, Section 1910.20. Emphasis will be placed on recruits being able to recognize signs of danger as well as circumstances where hazardous material may be involved, and the need to summon additional or specialized assistance. Recruits will be taught how to properly use the DOT "Emergency Response Guidebook" in hazardous material related situations.

### PERFORMANCE OBJECTIVES:

- 1) Identify the term "hazardous materials."
- 2) Identify why hazardous materials are a problem and who has to deal with them.
- 3) Identify DOT basic safety guidelines for initial actions at hazardous materials incidents.
- 4) Identify why there are no hazardous material experts.
- 5) Identify the purpose of intervention by emergency responders at hazardous material incidents.
- 6) Identify the priorities emergency responders are to utilize in making decisions at hazardous material incidents.
- 7) Identify the regulatory mandates for hazardous material training.
- 8) Identify the OSHA/EPA levels of hazardous material emergency response.
- 9) Identify an emergency responder's responsibilities when dealing with a hazardous materials incident.
- 10) Identify the requirements for emergency response planning.
- 11) Identify the need to use a cautionary approach at all times when responding to a hazardous material incident.
- 12) Identify how hazardous materials may be present at all transportation incidents.
- 13) Identify how normally safe household products can behave if involved in a transportation incident.
- 14) Identify outward warning signs emergency responders can utilize to detect the presence of hazardous materials.
- 15) Identify how to detect the presence of hazardous materials based on the following:
  - a) Occupancy/location
  - b) Container shapes
  - c) Markings and colors
  - d) Placards and labels
  - e) Hazardous material papers
  - f) Senses
- 16) Identify how emergency responders are to proceed in handling an incident if the presence of hazardous materials is not definitely known.
- 17) Identify what type of shipper transports the greatest number and variety of hazardous materials in small containers.
- 18) Identify how to use the National Fire Protection Association's 704 marking system to identify hazard categories and the degree of hazard severity to be found at a fixed facility.
- 19) Identify the purpose of DOT labels and placards.
- 20) Identify where to look for labels and placards on containers and transport vehicles.

- 21) Identify how to use the identification features of labels and placards to determine the hazard class of a hazardous material.
- 22) Identify the minimum quantity of hazardous material that should be present if a placard is observed.
- 23) Identify the proper name and location of shipping papers utilized in each mode of transportation.
- 24) Identify the major limitation of using your senses to detect the presence of a hazardous material.
- 25) Identify when and how to notify local and state authorities of a hazardous material incident.
- 26) Identify the Department of Transportation categories and classifications of hazardous materials.
- 27) Identify how to determine hazard information from pesticide labels.
- 28) Identify the purpose of Material Safety Data Sheets.
- 29) Identify the information contained in shipping papers and container markings that will assist emergency responders in identifying the hazardous materials including:
  - a) Proper shipping name
  - b) 4-digit identification number
  - c) Hazard class
  - d) Reportable, quantity
  - e) Tank car commodity identification
- 30) Identify the primary purpose of the DOT Emergency Response Guidebook.
- 31) Identify the organization of the DOT Emergency Response Guidebook.
- 32) Identify the following terms and phrases used in the DOT Emergency Response Guidebook:
  - a) "Isolate the hazard area and deny entry"
  - b) "Evacuate"
- 33) Identify where information on explosives is contained in the DOT Emergency Response Guidebook.
- 34) Identify the purpose and use of the numerical and alphabetical indices and the table of placards in the DOT Emergency Response Guidebook.
- 35) Identify when to use the DOT Emergency Response Guidebook recommendations for incident isolation and evacuation.
- 36) Identify the emergency action guide to be used when hazardous material cannot be identified.
- 37) Demonstrate how to locate the correct DOT emergency action guide using:
  - a) 4-digit identification number
  - b) Hazard class name
  - c) Container marking
  - d) Placards
  - e) UN and IMO identification number
  - f) Shipping papers
- 38) Demonstrate how to select the correct isolation and evacuation distance from the "Table of Isolation and Evacuation Distances."
- 39) Demonstrate how to locate the guidelines for initial action when the material is not known and cannot be identified.
- 40) Identify how safety attitudes impact a responder at hazardous materials incidents.
- 41) Identify why the "primary hazard" class for hazardous materials can be misleading.

- 42) Identify the three initial actions of first responders:
  - a) Use of a cautious approach
  - b) Call for assistance
  - c) Isolate the area
- 43) Identify why it is necessary to take other actions prior to rescue to maximize life and safety.
- 44) Identify patient care considerations to minimize rescuer exposure.
- 45) Identify the initial guidelines for isolation and evacuation of the hazard area.
- 46) Identify the common ignition sources found at hazardous materials incident scenes.
- 47) Identify the purpose and benefits of establishing an incident command system.
- 48) Identify implementation of an incident command system.
- 49) Identify the routes of toxic exposure to emergency responders:
  - a) Inhalation
  - b) Ingestion
  - c) Absorption
  - d) Puncture / injection
- 50) Identify basic procedures related to handling hazardous materials when discovered in the course of an investigation, e.g. meth labs, illegal chemicals, etc.
- 51) Identify and demonstrate proper procedures to dispose of contaminated clothing, sharps, etc.

## 608-A ELECTRICAL EMERGENCIES (2 hours)

### INSTRUCTIONAL GOAL:

This course is designed to acquaint officers with various forms of electrical wires, and electrical hazards that they may encounter while performing patrol duties, as well as methods and actions to minimize accidental injury or death due to contact with electric current.

### PERFORMANCE OBJECTIVES:

- 1) Identify high & low voltage cables and telephone wires.
- 2) Identify characteristics of electricity.
- 3) Identify how electricity travels.
- 4) Describe when and how to help a conscious victim safely exit a "charged vehicle" in an extreme emergency.
- 5) Identify how electrical circuits service the community.
- 6) Identify how and when to contact the power company concerning damaged wires or poles.
- 7) Identify the dangers of a substation.
- 8) Identify how to protect the scene around damaged wires.
  - a) Distances
  - b) Equipment
  - c) Parking Of Vehicles



## 610 IMPAIRED DRIVING (24 hours)

### INSTRUCTIONAL GOAL:

This course will stress the responsibility of local law enforcement to highway safety and accident prevention by detecting, apprehending, and aiding in the prosecution of alcohol/drug impaired drivers. The following units of instruction will be covered:

Introduction and overview, detection and general deterrence problem, current Connecticut impaired driving law including legal environment, overview of detection,, note taking; and testimony, Phase I (vehicle in motion), Phase II (personal contact), Phase III (pre-arrest screening). Also discussed will be proper evidence gathering, chemical tests, reports and trial preparation.

### PERFORMANCE OBJECTIVES:

- 1) Identify the ethical issues which may affect the law enforcement officer enforcing Connecticut DWI laws.
- 2) Identify the tasks and decisions of operating under the influence detection.
- 3) Recognize the magnitude and scope of DWI - related accidents, deaths, injury and property loss, and other social aspects of the DWI problem.
- 4) Understand the deterrent effects of DWI enforcement.
- 5) Understand the DWI legal environment.
- 6) Recognize probable cause and/or the typical vehicle maneuvers symptomatic of DWI associated with initial observation of vehicle in operation.
- 7) Recognize the reinforcing maneuvers and indicators that manifest during the stopping sequence.
- 8) Understand that factors other than alcohol such as fatigue, illness, inattention, or mechanical problems, can produce vehicle maneuvers/human behaviors symptomatic of DWI during initial observations.
- 9) Recognize relevance of Americans with Disabilities Act and possible manifestations of disability which may appear to be falsely indicative of DWI.
- 10) Recognize the typical sensory and other cues (visual, auditory and olfactory) of alcohol and/or drug influence that may be detected during the face-to-face contact with the DWI suspect.
- 11) Recognize typical behavioral cues of alcohol and/or drug influence that may be observed during the suspect's exit from the vehicle.
- 12) Understand the use and relevance of psychophysical evaluation in pre-arrest screening of the DWI suspect.
- 13) Define basic techniques and terms related to Horizontal Gaze Nystagmus.
- 14) Demonstrate capability for administering the Horizontal Gaze Nystagmus test.
- 15) Recognize typical cues of alcohol and/or drug influence that may be observed during administration of psychophysical field sobriety tests.
- 16) Understand the factors that may influence the accuracy of breath alcohol testing.
- 17) Understand the elements of DWI prosecution and their relevance to DWI arrest reporting.
- 18) Understand and correctly use current forms mandated by Connecticut DWI law.
- 19) Choose appropriate descriptive terms to convey relevant observations of DWI evidence.
- 20) Write clear, descriptive terms to convey relevant observations of DWI evidence.
- 21) Identify, and apply current DWI related laws.

## 610A INTOXIMETER CERTIFICATION (8 hours)

### PERFORMANCE OBJECTIVES:

1. Demonstrate proper operation of "intoxilyzer/breathalyzer."
2. Demonstrate proper filling out of warrant application to obtain blood/urine sample or other chemical tests.
3. Identify sample testing process to be followed in Connecticut.
4. Ensure the DWI subject has been advised of his rights appropriate to this test and that the 15 minute observation period is adhered to.
5. Ensure the BAC breath testing instrument is operable and working properly.
6. Operate the BAC breath testing instrument in accordance with the instructions and questions prompted by the instrument.
7. Verify that the BAC performs the calibration checks according to the prescribed test sequence.
8. Inspect the test record (evidence ticket) to ensure all information was printed accurately.
9. Make a log entry of the subject test at the time the test is complete.
10. Complete the DWI Processing Form according to directions.
11. Ensure that the subject has a copy of the Intoxilyzer Test result (evidence ticket).
12. Be prepared to testify in court about the procedure followed to operate the BAC testing instrument.

## 610B DMV ADMINISTRATIVE PER SE HEARINGS (2 hours)

### INSTRUCTIONAL GOAL:

To provide police recruits with an understanding of the principal procedures and protocols to prepare adequately for DMV administrative per se hearings. Primary topics include understanding the A44 form, types of tests, refusals and preparing for a hearing.

### INSTRUCTIONAL OBJECTIVES:

- 1) List Hearing Locations.
- 2) Understand current statistics in regard to Per Se hearings.
- 3) Understand what constitutes a hearing record and how this record can be used.
- 4) Understand the hearing officer's role.
- 5) Review the history of Per Se law.
- 6) Review and understand the A-44 form and its admissibility.
- 7) List the four issues to be decided at hearing.
- 8) Understand the status of an arrest in a Per Se hearing.
- 9) Understand probable cause for the hearing for all citizens and the special case for citizens under age 21.
- 10) Identify the important factors in the operation of the involved motor vehicle.
- 11) Review consequences of test failure and type of test: voluntary blood test, blood test by warrant, breath test, urine test.
- 12) Understand procedures for test refusal.
- 13) Review standards for witnessing refusal.
- 14) Identify the two types of refusal, overt and refusal by conduct.
- 15) Understand procedure when arrestee changes mind concerning refusal.
- 16) Review right to subpoena officer to hearing.
- 17) Review proper preparation for hearing and problem issues at hearings.

## 611 MOTOR VEHICLE LAW & ENFORCEMENT (30 hours)

### INSTRUCTIONAL GOAL:

This course will focus on the laws related to the movement and control of traffic, including the elements of violation. Emphasis will be placed on the proper utilization of the Motor Vehicle Violation Ticket/Citation.

### PERFORMANCE OBJECTIVES:

- 1) Identify the ethical issues which affect motor vehicle law enforcement.
- 2) Define moving violations in the Connecticut Motor Vehicle Code.
- 3) Identify equipment requirements of the Connecticut Motor Vehicle Code and demonstrate performance of a complete safety inspection.
- 4) Identify violations concerning driver's licenses, registrations, and titles.
- 5) Define legal requirements pertaining to disposition of traffic violation offenses.
- 6) Demonstrate proper method to complete uniform traffic ticket.
- 7) Define laws related to mandatory insurance.
- 8) Define laws related to pedestrian violations.
- 9) Define laws and practices / methods related to motor vehicle inspection.
- 10) Define laws related to commercial vehicle enforcement and commercial license standards.
- 11) Define DMV role, procedures and practices which affect local agency motor vehicle enforcement and related duties.
- 12) Define DMV administrative procedures as they relate to local enforcement actions.
- 13) Define laws related to bicycles, mopeds and motorcycles.
- 14) Define laws related to all-terrain vehicles and snowmobiles.
- 15) Identify current state and federal court decisions related to motor vehicle stops and enforcement.
- 16) Identify definitions contained in the Connecticut Motor Vehicle Code.
- 17) Define Connecticut court procedures related to local traffic enforcement functions.
- 18) Identify law and practice related to pacing a moving vehicle to establish evidence of speeding.
- 19) Identify law and practice related to following a vehicle to observe traffic violation.

### ENFORCEMENT INSTRUCTIONAL GOAL:

This portion of the course will furnish the recruit with a thorough overview of traffic law enforcement and its importance as part of the three "E's" (Education, Enforcement, and Engineering) of highway safety.

- 1) Define selective enforcement.
- 2) Identify circumstances when it is appropriate to issue Verbal Warnings, Misdemeanor Summons, Infractions Complaint, Oral Warnings or a Full Custody Arrest.
- 3) Identify circumstances to be recorded regarding traffic citations for purposes of court presentation.
- 4) Identify need to explain legal procedures to traffic violators.
- 5) Identify the need while on patrol to be observant and report any highway defects or missing or damaged traffic control devices.
- 6) Identify procedures to remove vehicles obstructing traffic.

- 7) Identify relevant Connecticut law and proper procedures to impound vehicles including abandoned vehicles.
- 8) Identify proper procedures to assist stranded motorists.

Practical exercises will include the types and characteristics of traffic and highway patrol, the citation, the arrest options, the elements of implementing selective enforcement, and the steps taken in enforcement action.

## 612 PATROL PREPARATION AND TECHNIQUES (4 hours)

### INSTRUCTIONAL GOAL:

Thus course will introduce the recruit to the patrol function of the police organization; its importance and place within the agency, its limitations, the various methods of conducting patrol, how to properly prepare for patrol duty, and the various tasks and procedures involved in properly performing patrol duties and responsibilities.

### PERFORMANCE OBJECTIVES:

- 1) Identify ethical issues which may affect law enforcement officers in the performance of general patrol duties.
- 2) Identify the importance of the patrol function and its place within the agency.
- 3) Identify the major purposes, goals and objectives of patrol.
- 4) Identify the individual patrol officer's role and responsibility to the agency's overall goals such as crime prevention, public relations, and vice control.
- 5) Identify the ancillary functions that a patrol officer performs.
- 6) Identify the various forms of patrol: foot, bicycle, horse, car, airplane, motorcycle, television, boats, dogs, as well as the strengths and weaknesses of each type.
- 7) Identify the proper procedures to be utilized for the various forms of patrol.
- 8) Describe pro-active vs. reactive patrol.
- 9) Identify three functions of patrol: service, prevention, detection.
- 10) Identify the following basic preventive patrol methods utilized by officers:
  - a) Frequent checks of business premises
  - b) Frequent checks of suspicious persons
  - c) Variable patrol patterns
  - d) Maintaining a police omnipresence
- 11) Identify the characteristics of conspicuous vs. inconspicuous patrol techniques.
- 12) Identify the patrol limitations.
- 13) Identify the following as criteria that an officer should consider when determining his patrol route for covering the beat area:
  - a) Demographics of patrol area
  - b) Location of police hazards
  - c) Population distribution
  - d) Selective enforcement
  - e) Recent crime/disorder activity and trends
  - f) Geographic consideration
- 14) Identify need to check condition and status of patrol vehicle.
- 15) Identify need to search patrol vehicle interior for weapons or contraband at beginning of shift and whenever non-police personnel have been in vehicle.
- 16) Identify need to prepare list of wanted persons or stolen vehicles for own use.
- 17) Identify problems in parks and school grounds.
- 18) Identify major elements related to security of commercial structures or businesses.
- 19) Identify major elements related to residential security.
- 20) Identify incidents or potential problems related to patrol of parking lots.
- 21) Identify signs of illegal entry to businesses and dwellings.

- 22) Identify the five types of calls which most often result in the death of a law enforcement officer.
- 23) Identify the five types of calls which most likely result in assaults against law enforcement officers.
- 24) Explain why some calls are more dangerous than others.
- 25) Identify the ten (10) fatal errors that officers make.
- 26) Discuss the five most dangerous calls and how to properly prepare for and handle them.
- 27) Identify factors indicating suspicious persons or vehicles.
- 28) Identify factors indicating whether a vehicle contains suspicious occupants and should be followed.
- 29) Identify procedures to follow and investigate a suspicious vehicle.
- 30) Identify procedures to interview suspicious persons.
- 31) Identify circumstances typically requiring backup assistance.
- 32) Demonstrate proficiency in proper methods of stopping and interviewing suspicious persons.
- 33) Identify the inherent dangers in escorting emergency vehicles or citizen's vehicles and suggest viable alternatives.
- 34) Identify the need to notify Dispatch of location, destination, beginning, and ending time and beginning and ending mileage when transporting persons of the opposite sex.

## 614 COLLECT SYSTEM (8 hours)

### INSTRUCTIONAL GOAL:

This course will introduce the recruit to the terminology, legal requirements, user responsibilities, security concerns, associated forms, methods of access, and the various files and capabilities of the "COLLECT System."

### PERFORMANCE OBJECTIVES:

- 1) Define COLLECT and NCIC.
- 2) Based upon COLLECT System security, identify legitimate and illegitimate uses of the COLLECT System.
- 3) Interpret COLLECT and NCIC hits.
- 4) Describe the procedure used to confirm in-state and out-of-state hits.
- 5) Interpret motor vehicle registration and driver responses.
- 6) Name the five (5) of the COLLECT computerized files by name and number.
- 7) Describe how to send a free text message from one terminal to another.
- 8) Name two forms of criminal record checks available over the COLLECT System.
- 9) Explain where and how to locate appropriate codes for field entry within the various files.
- 10) Identify how to properly address both in-state and out-of-state messages.
- 11) Identify how long various files remain in the system.
- 12) Identify how and when to enter and delete files.
- 13) Identify the criteria to become a COLLECT user.
- 14) Identify the COLLECT System Terminal Security Guidelines.



## 615 WEAPONS OF MASS DESTRUCTION FOR LAW ENFORCEMENT (8 hours)

### INSTRUCTIONAL GOAL:

This block of instruction is intended to familiarize the recruit with the various types of weapons of mass destruction (WMD), recognize WMD events, procedures to protect themselves in the event of a WMD incident, and the roles and responsibilities of law enforcement in reacting to the scene of a WMD incident.

### PERFORMANCE OBJECTIVES:

1. Describe different types and forms of terrorism.
2. Differentiate terrorists from traditional criminals.
3. Recognize typical terrorist methods of operation and criminal violations.
4. Understand how terrorists are a threat to law enforcement.
5. Understand that terrorism prevention will be part of law enforcement's role in the future.
6. Identify terrorism-related responsibilities of various local, state, and federal agencies.
7. Identify likely terrorism targets and distinguish between targets identified by law enforcement and those identified in the al Qaeda training manual.
8. Recognize, identify, and understand various indicators and warning signs exhibited by terrorists/extremists.
9. Describe the five types of WMD materials that could be employed by terrorists.
10. Differentiate the five types of WMD materials using selected criteria.
11. Describe routes of entry for common WMD materials.
12. Describe the advantages and disadvantages of each type of WMD material.
13. Describe characteristics of and potential scenarios for the use of each type of WMD material in terrorist attacks
14. Define WMD incident priorities relative to protection of persons, environment and property.
15. Describe measures that provide the greatest protection to life during a WMD incident.
16. Describe decontamination techniques and identify situations appropriate for each technique.
17. Describe "levels of protection" and protective clothing and equipment that could be available to emergency responders in a WMD incident.
18. Describe the role of critical incident stress management in supporting WMD incident responders.
19. List and describe the five phases associated with law enforcement response to WMD incidents.
20. Describe law enforcement roles and responsibilities during the five phases of a WMD incident.
21. Describe procedures that law enforcement personnel can employ to meet their responsibilities during each phase of a WM incident.
23. Analyze potential WMD incidents to determine appropriate actions for first responding law enforcement personnel.

## 616 VEHICLE STOP TECHNIQUES (24 hours)

### INSTRUCTIONAL GOAL:

This course will cover relevant law and basic techniques for "Low Risk" and "Transitional / High Risk" Motor Vehicle Stops.

### PERFORMANCE OBJECTIVES:

- 1) Identify the inherent dangers in performing motor vehicle stops.
- 2) Identify federal and state constitutional provisions relative to motor vehicle stops.
- 3) Identify the importance of writing down the registration number and calling in the stop prior to making it.
- 4) Identify the criteria and importance of picking a proper location for the stop.
- 5) Identify the importance of establishing an "Aisle of Safety" and the proper method of establishing the same.
- 6) Identify the three types of motor vehicle stops: Traffic Violations, Investigative, Felony or (High Risk).
- 7) Identify the procedures and tactics for the three types of stops.
- 8) Identify the most common errors that officers make when conducting motor vehicle stops.
- 9) Identify the procedures for clearing a vehicle of its occupants.
- 10) Identify the duties and responsibilities of the various officers at the scene.
- 11) Identify procedures used to ensure that the vehicle is empty of occupants.
- 12) Identify procedures and tactics for stopping other types of vehicles, i.e. motorcycles, trailer trucks, and buses.
- 13) Identify procedures for releasing of the vehicle upon completion of a motor vehicle stop.
- 14) Demonstrate proficiency, completing a low-risk motor vehicle stop during the daytime and at night.
- 15) Demonstrate proficiency, completing a transitional or high-risk motor vehicle stop during the daytime and at night.
- 16) Demonstrate the proper use of a spotlight during a nighttime motor vehicle stop to include:
  - a) Not blinding the driver of the other vehicle while that vehicle is in motion.
  - b) Illuminating the interior of the other vehicle after it has stopped.
  - c) Focusing on side and rear-view mirrors in order to blind the occupant(s) to the officer's approach.
- 17) Demonstrate the proper use of take-down lights during a nighttime stop.
- 18) Demonstrate proper use of a flashlight to observe the vehicle occupant(s), to check their identification, and while issuing a citation.
- 19) Demonstrate proficiency at the removal of a vehicle's occupants to a position of disadvantage without the officers) being placed in a position that would be inherently dangerous.
- 20) Demonstrate proficiency at conducting a safe and effective search of a motor vehicle.

## 617 CIVIL COMPLAINTS AND SERVICE CALLS (2 hours)

### INSTRUCTIONAL GOAL:

This course will familiarize the recruit with the problems encountered in civil law matters and routine service calls. Several types of incidents experienced by officers will be covered, as will potential alternatives on how to handle such incidents.

### PERFORMANCE OBJECTIVES:

- 1) Identify how to distinguish between civil and criminal incidents.
- 2) Identify the importance of taking all calls for customer service seriously, providing proper response, thorough investigations, and helpful advice.
- 3) Identify proper procedures for investigating / resolving complaints or incidents by discussing examples of related complaints
- 4) Identify procedures to enforce civil court orders or serve process.
- 5) Explain the need to write a report on civil complaints.
- 6) Identify local, state and federal agencies that police may refer civil complaint to.
- 7) Identify private and state regulated agencies that can assist in resolution of civil complaints.
- 8) Discuss why police should not order civil restitution or enter in to civil contracts with citizens without proper authorization.

## 618 NOTE TAKING AND REPORT WRITING (20 hours)

### INSTRUCTIONAL GOAL:

The primary purpose of this course is to provide the recruit with an understanding of the fundamental principles of effective writing and police reporting. Emphasis will be placed on the recruit mastering the ability of translating his actions and observations into written reports. Also heavily stressed in this course are: the purpose of police reports, the uses of reports, basic report components and guidelines for good report writing including the use of meaningful field notes and the construction of a professional police report.

### PERFORMANCE OBJECTIVES:

- 1) Demonstrate evaluation techniques for an incident report, checking for completeness and accuracy in accordance with department policy and procedure.
- 2) Identify characteristics as essential to a effective report including:
  - a) Accurate / factual
  - b) Concise
  - c) Complete
  - d) Clear
  - e) Legible
  - f) Objective.
- 3) Identify questions which should be answered in a complete report, to include:
  - a) Who
  - b) What
  - c) When
  - d) Where
  - e) Why
  - f) How
- 4) Given mock situations which require police action, complete an acceptable police report dependent on the following principles:
  - a) Organization
  - b) Chronological
  - c) Accuracy
  - d) Conciseness
  - e) Completeness
  - f) Clarity
  - g) Legibility, sentence and paragraph structure, spelling and punctuation
  - h) Grammar
- 5) Identify agencies or individuals who may use police reports suchas:
  - a) Administration
  - b) Supervisors
  - c) Attorneys
  - d) Courts
  - e) Media
  - f) Citizens
  - g) Insurance companies
- 6) Identify the minimum information to be recorded in the field notebook suchas:

- a) Names of involved parties
- b) Date & time of occurrence
- c) Circumstances of incident
- 7) Identify when obscene, medical and scientific terms, or slang, may be used in a police report.
- 8) Identify when and how an officer's opinion may be included in a police report.
- 9) Identify uses of officer's notes, to include basics for writing reports, references for further investigation, admission as evidence, subject to scrutiny of court.
- 10) Identify proper methods of obtaining information to be recorded in field notes.
- 11) Identify and explain the confidential nature of police reports and proper method of releasing information in accordance with the recruit's department policy as well as applicable state and federal Freedom of Information (FOI) and confidentiality laws.

## 619 THE LAWS AND POLICIES OF ROADBLOCKS (1 hr)

### INSTRUCTIONAL GOAL:

Covered in this course will be the safe and effective executions of the recommended roadblocks for traffic control, routine law enforcement and pursuit situations. Policy implications as to the employment of roadblocks will be emphasized.

### PERFORMANCE OBJECTIVES:

- 1) Identify purposes for the use of roadblocks.
- 2) Identify the authority to perform such roadblocks.
- 3) Identify the hazards and liabilities in establishing roadblocks.
- 4) Identify the federal and state constitutional issues relative to roadblocks.
- 5) Identify Connecticut statutes relative to roadblocks.
- 6) Identify the importance of adhering to department policy relative to time establishment and use of roadblocks.
- 7) Demonstrate the differences between a Force and Spot Check roadblock.
- 8) Discuss use of dogs during a roadblock.
- 9) Explain use of force when employing roadblocks.
- 10) Explore the 4<sup>th</sup> Amendment and the exception to it in roadblocks.
- 11) Introduce the landmark decision of *Brown v Texas* along with the three requirements.

## 620 K-9 TEAMS (2 hours)

### INSTRUCTIONAL GOAL:

This course will introduce the recruit to the use of canines in law enforcement, the types of dogs used, and the functions they perform. The course will also cover the duties and responsibilities of patrol officers when K-9 Teams are being used or are going to be used, as well as how individual officers should interact with canines and their handlers.

### PERFORMANCE OBJECTIVES:

- 1) Identify the types of dogs used for various law enforcement functions and the reasons for their use.
- 2) Identify the duties of a first responding officer when a "Tracking" dog will be used.
- 3) Identify the duties of a "Back-up" officer on an active canine track.
- 4) Define "Scent Articles" and the proper method of handling same.
- 5) Identify the duties of first responding officers and "Back-up" officers when canines aroused for building searches.
- 6) Identify how officers should interact with the canine team in order to minimize the chances of being bitten.
- 7) Identify how K-9 teams can be of assistance in the recovery of evidence and how officers can assist K-9 teams in such recovery.
- 8) Identify the uses of "Narcotic Detection Dogs" and the duties of officers assisting K9 teams involved in narcotic cases.
- 9) Identify the uses of "Search / Body" "Explosives Detection" and "Accelerant Detection" dogs.

## 621 SEIZED PROPERTY (1 hour)

### INSTRUCTIONAL GOAL:

The purpose of this course is to introduce the recruit to the duties of the Seized Property Unit of the State of Connecticut, Judicial Branch and how the Unit can be of assistance to law enforcement agencies. The proper handling, storage, control, and disposition of found and seized property will also be covered.

### PERFORMANCE OBJECTIVES:

- 1) Identify the duties and responsibilities of the Judicial Branch's Seized Property Unit as the Unit relates to local law enforcement agencies.
- 2) Identify how the Seized Property Unit can be of assistance to local law enforcement agencies.
- 3) Identify what the Seized Property Unit requires from local law enforcement agencies.
- 4) Identify the Connecticut State Statutes relative to duties and responsibilities of law enforcement officers regarding found and seized property.
- 5) Identify the proper method of establishing and maintaining the "Chain of Custody."
- 6) Identify the proper method of handling, storage, control and disposition of:
  - a) Seized property
  - b) Found property
  - c) Prisoner property
- 7) Identify the proper method of completing the "Inventory of Property Seized Without A Search Warrant."
- 8) Identify the proper method of completing the "Inventory of Property Seized Under A Search Warrant."



## 623 TRAFFIC DIRECTION AND CONTROL (6 hours)

### INSTRUCTIONAL GOAL:

Developing the necessary physical skills involved in the manual direction of traffic control will be the basis of this course. The Recruit will learn routine intersection and emergency traffic control procedures. Emphasis will be placed on identifying specific conditions requiring traffic control and determining what the appropriate action should be. Areas to be covered include: traffic direction signals and gestures, traffic control aids, i.e. barricades, flashlight, traffic batons, whistle, and vests, traffic direction in adverse weather conditions and communicating with drivers using non-verbal instructions.

### PERFORMANCE OBJECTIVES:

- 1) Identify conditions in which the manual direction of traffic is warranted.
- 2) Identify whether traffic direction should be done by the officer physically or by means of the traffic light on manual.
- 3) Identify the four "C's" of traffic direction.
- 4) Identify safety issues when directing traffic.
- 5) Identify pedestrian related issues pertaining to traffic direction.
- 6) Identify and illustrate the proper position for the officer directing traffic at:
  - a) A "4" way intersection
  - b) A "T" intersection
  - c) A "Y" intersection
  - d) Intersecting divided highways
  - e) Intersecting one-way and two-way streets
- 7) Demonstrate the proper signals and gestures for the following traffic movements:
  - a) Stop
  - b) Go
  - c) Left turn
  - d) Right turn
  - e) Speed up
- 8) Demonstrate effective non-verbal communication in traffic direction and control.
- 9) Identify equipment used in the direction of traffic at night and under adverse weather conditions.
- 10) Demonstrate placement of barricades and flares on roadway to direct traffic, protect scene and/or operate roadblock.
- 11) Demonstrate techniques to prevent unauthorized access to accident scenes.
- 12) Demonstrate techniques of traffic direction.
- 13) Demonstrate use of flares or traffic cones to direct traffic.
- 14) Demonstrate use of flashlight, traffic baton, and hand signals to direct traffic.
- 15) Practical exercises will be included to ensure the recruit can perform each of the above.
- 16) Identify OSHA requirements regarding wearing of traffic vests.

623A (formerly work zone safety): TRAFFIC INCIDENT MANAGEMENT SYSTEM (4 hours)

**INSTRUCTIONAL GOAL:**

To provide first responders with an understanding of the requirements for safe, quick clearance of traffic incident scenes to ensure motorist and responder safety.

**PERFORMANCE OBJECTIVES:**

- Learn Traffic Incident Management Fundamentals and Terminology.
- Discuss the roles and responsibilities of law enforcement communication centers and transportation management centers.
- Discuss safe positioning of first responding vehicles and blocking of roadways.
- Discuss proper use of emergency lighting systems, safety apparel while on scene.
- Discuss the zero-buffer area and understanding safe practices while on scene of a traffic incident.
- Discuss the Incident Command System as it relates to TIM.
- Discuss the use of temporary traffic control devices.
- Discuss special circumstances such as vehicle fires, hazardous materials, fluid spills and large crash investigations.
- Discuss strategies to ensure quick clearance of scenes including coordinated communication with towing and recovery companies and incident termination.

## 624 GANGS & GANG VIOLENCE (4 hours)

### INSTRUCTIONAL GOAL:

The purpose of this course is to provide officers with information and techniques that will improve officer safety and assist in the investigation and prosecution of gang related crimes and violence.

### PERFORMANCE OBJECTIVES:

- 1) Explain the history of gangs.
- 2) Identify the various reasons that people join gangs.
  - a) Recognition
  - b) Tradition
  - c) Family
  - d) Protection
  - e) Fear
  - f) Perceived opportunity
- 3) Identify national gangs.
- 4) Identify Connecticut gangs.
- 5) Identify Biker gangs.
- 6) Identify various gang related definitions.
- 7) Identify gang classifications.
- 8) Identify gang organization / structure.
- 9) Identify symbolic gang indicators.
  - a) Graffiti
  - b) Colors
  - c) Clothing
  - d) Tattoos
  - e) Jewelry
  - f) Signing / Hand signs
  - g) Identification
- 10) Identify the travel characteristics of gangs.
- 11) Identify how to determine and investigate a gang related incident.
  - a) Crimes Against Persons
  - b) Crimes Against Property
- 12) Identify motivation for gang incidents.
  - a) Inter-gang violence
  - b) Retaliation
  - c) Intimidation
  - d) Financial
  - e) Recruitment
- 13) Identify the actions and concerns for the first responding officers at the scene of a gang related incident.
- 14) Identify the follow-up actions that officers should be aware of and complete after a gang related incident.
- 15) Identify strategies and tactics that law enforcement officers should be involved in to prevent, suppress and combat gangs and gang related problems.

- 16) Identify law enforcement related training especially useful when dealing with gangs.
- 17) Identify formal and informal sources of gang related information and statistics.
- 18) Identify gang reporting procedures for the State of Connecticut.

## 625 MISSING PERSONS (4 hours)

### INSTRUCTIONAL GOAL:

This course will emphasize the importance of missing person cases, the stress and distress that such cases cause the missing person's family, as well as proper investigative techniques.

### PERFORMANCE OBJECTIVES:

- 1) Explain the importance of a missing person case and its impact on the missing person's friends, family and loved ones.
- 2) Identify the three types of missing persons.
- 3) Identify the Dispatcher's responsibilities in a missing person case.
- 4) Identify the First Responding Officer's responsibilities in a missing person case.
- 5) Identify the proper procedures for conducting a missing person search:
  - a) Explain how to set up and conduct a multi-agency search.
  - b) Identify the equipment needed for a missing person search.
  - c) Explain how to conduct a neighborhood canvass and the questions to ask during the neighborhood canvass.
- 6) Identify commonly available public records that can be used to locate missing or wanted persons.
- 7) Explain how to interview the missing person's friends and co-workers as well as the specific questions to ask them.
- 8) Explain the role of the media in a missing person case and the importance of checking with the missing person's family before enlisting the aid of the media.
- 9) Explain a Parental Consent form.
- 10) Explain the Connecticut state law dealing with missing persons and a police officer's duties under that law.
- 11) Explain the National Child Search Assistance Act of 1990 including the individual officer's duties and his agency's duty under that act.
- 12) Explain the general categories of lost persons and their characteristics:
  - a) Children (1-3 years)
  - b) Children (3-6 years)
  - c) Children (6-12 years)
  - d) Elderly (above 65 years) (including Alzheimer's patients)
  - e) Intellectually Disabled (all ages)
  - f) Despondent Persons
  - g) Hikers
  - h) Hunters
  - i) Berry and Mushroom Pickers
  - j) Fishermen
  - k) Climbers
  - l) Skiers
  - m) Others Lost and Overdue (walkaways, campers, picnickers)
- 13) Identify General Information Relevant to the Prediction of Lost Subject Behavior
- 14) Identify the questions to ask a missing person when located.
- 15) Identify various Federal, State, local, and private agencies and organizations that can assist police in missing person cases.

- 16) Understand procedures for implementing an AMBER Alert and procedures once an Amber Alert has been issued.
- 17) Explain the complete concept of AMBER Alert.
- 18) Distribute the law enforcement AMBER Alert sheet.
- 19) Discuss importance of examining the missing persons bedroom.
- 20) Present Connecticut mandates on law enforcement responsibilities when investigating Missing Person.

## 626 CRITICAL INCIDENT RESPONSE TRAINING (4 hours)

### INSTRUCTIONAL GOAL:

This block of instruction is intended to familiarize the recruit with procedures followed by supervisors at critical incidents, particularly the 7 critical tasks that are taught in the First Line Supervisor curriculum.

### PERFORMANCE OBJECTIVES:

1. Define a critical incident and list the five major categories of critical incidents.
2. List and describe the four phases of a critical incident.
3. List the three major objectives of the immediate responding supervisor to an emergency scene.
4. List the seven (7) critical tasks to be accomplished during the Crisis Phase of a critical incident.
5. Demonstrate the ability to manage various types of critical incidents by applying the critical tasks in simulated exercises.
6. Describe the characteristics of a critical incident during the Crisis Phase and how command and control shift as the incident progresses.
7. Describe the characteristics of an incident that require a transition to the Scene Management Phase.
8. Describe the important elements of the Termination Phase of a critical incident.

## 627 NATIONAL INCIDENT MANAGEMENT SYSTEM (2 hours)

### INSTRUCTIONAL GOAL:

This block of instruction will provide recruits with a basic understanding of the components of the National Incident Management System (NIMS), command and management, preparedness, resource management, communications and information management, supporting technologies and ongoing management and maintenance, along with NIMS concepts and principles.

### INSTRUCTIONAL OBJECTIVES:

1. Understand the three key organizational systems, Incident Command System, Multi- agency Coordination System, Public Information System.
2. Understand and define the key preparedness activities.
3. Understand standard resource management mechanisms.
4. Identify the requirements for a standardized framework for communications.
5. Understand the supporting technologies required to implement and refine NIMS.
6. Understand the function of the NIMS Integration Center.



## 628 CONNECTICUT INFORMATION SHARING SYSTEM (CISS) (replaced OBTS) (4 hours)

### INSTRUCTIONAL GOAL:

The recruit will understand the value of **CISS** and the capability it offers with regards to Officer safety and investigative work from a Criminal Justice perspective. The ability to access a single search portal to see an offender's history from arrest through incarceration and release and the link associations between Persons, Events, Locations and Property. Understand the role each agency plays in supplying data to CISS, the frequency and sensitivity of the data being displayed. The misuse of sharing information obtained from CISS and the process required to become certified.

### PERFORMANCE OBJECTIVES:

1. Discuss historical events that led to the creation of the Connecticut Criminal Justice Information System
2. Examine the historical and real & near real time data CISS from Criminal Justice source systems within the state of Connecticut Criminal Justice Community.
3. Associate Criminal Justice data with non-criminal data
4. Discuss source systems within the Criminal Justice System.
5. Discuss and associate multiple law enforcement stand-alone tools where similar data can be found, versus just looking in a single portal for investigation and research on Persons, Events, locations and property.
6. Understand the Feeding Source Systems like:
  - a. The following system is owned by the Judicial Branch
    - CRMVS - Criminal & Motor Vehicle System,
    - CIB—Centralized Infraction Bureau
    - Prawn - Paperless Re-Arrest Warrant Network
    - POR—Protective Order Registry
    - CMIS
  - b. The following system is owned by the Dept of Public Safety
    - MNI/CCH - Master Name Index / Computerized Criminal History
    - Weapons (Special Licensing Database)
    - Sex Offender registry
    - Arrest data
    - Wanted Information
  - c. The following systems are owned by the Dept of Correction
    - OBIS - Offender Based Information System
    - BOPP Case Notes

- d. The following systems are owned by the Dept of Motor Vehicles
- DMV Drivers information
  - DMV Vehicle Registration
  - Boat operators certificate information (Through DEEP)
  - Boat owners registration information (Through DEEP)
  - The following systems are owned by the Local Arresting agencies
  - Arrest data via their Records Management Systems (RMS)
7. Shown how to access and navigate through CISS.
8. Shown and understand the two types of searches (Keyword & advanced) available within CISS
9. Understand when to use each type of search
10. Understand that CISS is a Data Aggregator tool, not a source system and how to validate information found within CISS to take action on the data.

## 629 BLUE ON BLUE AND OFF DUTY ENCOUNTERS (2 hours)

### INSTRUCTIONAL GOAL:

The recruit will receive instruction to safely resolve confrontations between on and off-duty officers. The particulars of encounters between uniformed or civilian clothed officers, both on and off duty may vary greatly making it difficult to provide instruction on every possible situation. Thus the instructor should make known that in any confrontation situation, the burden of proving identity should rest on the officer being confronted whether on or off duty. Students will observe and participate in confrontation scenarios to demonstrate understanding of section objectives.

### PERFORMANCE OBJECTIVES:

Upon completion of instruction the student will be able to:

1. Identify three levels of off-duty intervention assessment.
2. List appropriate actions to be taken at each level of off-duty intervention assessment.
3. Explain the appropriate actions a confronted officer should take during a confrontation with another member of law enforcement.
4. Explain the appropriate actions a challenging officer should take during a confrontation with another member of law enforcement.
5. Describe a “family plan.”
6. Demonstrate practical application of lesson objectives during confrontation scenarios.

Student will demonstrate the following training objectives during the practical application scenarios; (optional, but highly recommended, based on ability to conduct scenario/reality-based training)

#### Challenging Officer Scenario:

1. Recognize immediate threat and selects appropriate force options based on Connecticut law and department policy.
2. Move to a position of cover.
3. Identify self as a police officer in a loud clear voice.
4. Avoid using directives which are contradictory.
5. Issue strong verbal commands for suspects to drop their weapons – (i.e. “Police. Donot move.” And/or “Put the gun down”)>
6. Verbally command all threats to lie on the ground.
7. Communicate with dispatch and call for backup.

#### Confronted Officer Scenario:

1. Verbally identify self as a police officer.
2. Follow the commands of the challenging officer.
3. Remain motionless and do not turn or point weapon towards challenging officer.
4. Present shield and ID in a slow and controllable manner if requested by challenging officer.
5. Remain behind cover unless otherwise directed by challenging officer.

# Recommended Sequencing of Curriculum

## First Trimester

### Beginning

- Orientation to Basic Training
- Constitutional Law
- Criminal Law
- History of Policing and Civil Rights
- Laws of Arrest
- Search and Seizure
- Police Authority and Discretion
- Police and the Public
- Physical Fitness
- Firearms (basic intro)
- Handcuffing (basic intro)
- Police Ethics
- Stress Management
- Fair and Impartial Policing for Recruits

### Middle

- Report Writing
- Interviewing Techniques and Skills
- Preparations and Techniques
- De-Escalation
- Mental Health First-Aid
- Drug Endangered Children
- Blue Courage
- Procedural Justice

### End

- Laws of Evidence
- Crimes in Progress
- Cultural Diversity
- Conflict Management
- Criminal Investigation
- Use of Force
- Defensive Tactics
- Human Behavior/Interpersonal Relations

Second Trimester

Beginning

Officer Safety  
Juvenile Law  
Domestic Violence  
Motor Vehicle Law  
Patrol Prep and Techniques

Middle

Search Warrant Prep  
O.C. Spray  
First Responder  
Substance Abuse  
Law Enforcement and Citizens with Special Needs Crime Scene Processing  
ID and handling of Drugs  
Sex Assault  
Child Abuse  
Vehicle Stop Techniques  
Traffic Direction and Control  
Missing Persons  
Suicide Recognition, Management and Intervention  
Mid-Point FITNESS TEST

End

Driver Training  
Impaired Driving  
Intoximeter Certification  
Police Baton Training  
Critical Incident Management  
HazMat  
Terrorism and Suicide Bomber  
Explosives and Incendiary Devices  
WMD



Courses suggested to be conducted in block format in this order

Third Trimester

Beginning

Water Safety  
Case Prep  
Accident Investigation  
COLLECT  
Civil Liability  
Courtroom Testimony and Demeanor

Remaining courses can be done in no particular order during the remainder of this trimester:

- Immigration Law
- Body Worn and Dashboard Cameras
- Hate and Bias Crime
- Liquor Laws
- Hunting Laws
- Weapons and Permits
- Victim/Witness Advocacy
- Supervisor/Subordinate Relations
- Gambling
- Arson Awareness
- Motor Vehicle Theft
- Handling Animals
- Crowd Control
- Electrical Emergencies
- Civil Complaints
- Roadblocks
- K-9
- Seized Property
- Gangs
- DMV Per Se Hearings
- Landlord Tenant Disputes
- Computer Crime Familiarization
- Connecticut Information Sharing Systems
- Blue on Blue and Off-Duty Encounters

FINAL FITNESS TEST should be conducted at end of third trimester.

NOTE: It is not a requirement that any content area must be completed within the trimester it is listed under, rather that the content area be started in that trimester and scheduled with the other sequenced content areas in mind.

## Basic Training Curriculum

| Content   | Course  | Hours      |
|---|---|------------|
| <b><i>100 Introduction to Law Enforcement</i></b> |   |            |
| 100A  | Orientation to Basic Training                               | 4          |
| 102   | Police Ethics and Moral Issues                              | 2          |
| 103   | Police Authority and Discretion                             | 2          |
| 104   | History of Policing and Civil Rights Movement               | 4          |
| 105   | Community Research Project                                  | 6          |
| <b>Total</b>                                      |   | <b>18</b>  |
| <b><i>200 Police and the Law</i></b>              |   |            |
| 201   | Constitutional Law  | 4          |
| 202   | Connecticut Liquor Laws                                     | 2          |
| 203   | Civil Liability   | 9          |
| 204   | Connecticut Criminal Law                                    | 31         |
| 205   | Immigration Law   | 2          |
| 206   | Laws of Evidence  | 7          |
| 207   | Laws of Arrest  | 24         |
| 208   | Search and Seizure  | 36         |
| 208A  | Search Warrant Preparation                                  | 4          |
| 209   | Use of Force  | 14         |
| 210   | Hunting Laws  | 1          |
| 211   | Weapons and Permits   | 2          |
| 212   | Courtroom Testimony and Demeanor                            | 4          |
| 213   | Landlord Tenant Disputes                                    | 2          |
| <b>Total</b>                                      |   | <b>142</b> |
| <b><i>300 Practical Police Skills</i></b>         |   |            |
| 301   | Firearms  | 86         |
| 301A  | Shooting Decisions – (included in area 307)                 |            |
| 302A  | Police Baton Training                                       | 12         |
| 302B  | OC Spray  | 7          |
| 304   | First Responder Course (EMR)                                | 60+        |
| 305   | Water Safety  | 4          |
| 306   | Officer Safety/Mechanics of Restraint and Control           | 9          |
| 306A  | Handcuffing   | 4          |
| 306B  | Defensive Tactics   | 23         |
| 307   | Practical Skills  | 24         |
| 308   | Driver Training (replaced with 309 EVOC)                    | 0          |
| 309   | Emergency Vehicle Operations Course (EVOC)                  | 51         |
| 310   | Physical Fitness  | 80         |
| 311   | Field Training Evaluation Program (completed at department) | 400        |
| 312   | De-Escalation   | 4          |

**Total 764**

**400 Human Relations**

|      |   |           |
|------|---|-----------|
| 401  | Human Behavior/Interpersonal Relations  | 4         |
| 402  | Stress Management   | 6         |
| 404  | Connecticut Juvenile Law  | 14        |
| 405  | Suicide Recognition, Management and Intervention  | 4         |
| 406  | Supervisor Subordinate Relations  | 2         |
| 407  | Substance Abuse Issues  | 2         |
| 409  | Victim/Witness Advocacy   | 2         |
| 410  | Law Enforcement and Citizens with Special Needs   | 4         |
| 410A | Police Services to Persons with Disabilities  | 2         |
| 410B | Serving People with Developmental Disabilities & Autism Spectrum,<br>Mental Health Related Disabilities | 2         |
| 410C | Serving People Who are Deaf, Hard of Hearing, or DeafBlind  | 2         |
| 411  | Conflict Management   | 4         |
| 414  | Blue Courage  | 16        |
| 415  | Mental Health First Aid   | 8         |
| 420  | Elder Abuse and Exploitation  | 2         |
|      | <b>Total</b>  | <b>73</b> |

**400B Social Justice Seminar (conducted over 3 consecutive days)**

|     |                                     |           |
|-----|-------------------------------------|-----------|
| 403 | Police and the Public               |           |
| 412 | Cultural Awareness and Diversity    |           |
| 413 | Fair and Impartial Policing         |           |
| 416 | Procedural Justice                  |           |
| 417 | Police Against Racism (anti racism) |           |
| 418 | Community Forum                     |           |
| 419 | Implicit Bias                       |           |
|     | <b>Total</b>                        | <b>24</b> |

**500 Criminal Investigations**

|      |  |    |
|------|--|----|
| 501  | Principals of Investigation                        | 4  |
| 501A | Surveillance, Informants, Intelligence             | 2  |
| 501B | Id of Suspects, Crimes Against People and Property | 8  |
| 502  | Crime Scene Processing                             | 8  |
| 502A | Fingerprinting                                     | 2  |
| 502B | Photography  | 2  |
| 502C | Criminalistics                                     | 3  |
| 502D | Body Worn and Dashboard Cameras                    | 2  |
| 503  | Interview Techniques and Skills                    | 14 |
| 509  | Explosives and Incendiary Devices                  | 2  |
| 509A | Terrorism and the Suicide Bomber                   | 4  |
| 510  | Identification and Handling of Drugs               | 16 |



|      |  |           |
|------|--|-----------|
| 510A | Narcotics Field Testing (hours added to 307 and 510)           |           |
| 512  | Sexual Assault/Rape Crisis                                     | 4         |
| 514  | Gambling, Prostitution, Organized Crime, and Human Trafficking | 4         |
| 515  | Case Preparation   | 2         |
| 517  | Motor Vehicle Theft  | 2         |
| 518  | Child Abuse and Neglect  | 4         |
| 520  | Arson Awareness  | 2         |
| 524  | Hate and Bias Crime  | 2         |
| 526  | Drug Endangered Children                                       | 2         |
|      | <b>Total</b>   | <b>89</b> |

**600 Patrol Procedures**

|      |   |    |
|------|---|----|
| 601  | Accident Investigations                   | 24 |
| 602  | Problem Solving Policing                  | 6  |
| 602A | Computer Crime Familiarization            | 2  |
| 603  | Crime Prevention                          | 2  |
| 604  | Crimes in Progress                        | 20 |
| 604A | Building Searches (included in area 604)  |    |
| 604B | Crimes in Progress (included in area 604) |    |
| 605  | Handling Animals                          | 2  |
| 606  | Crowd Control and Civil Disorder          | 4  |
| 607  | Domestic Violence Response                | 16 |
| 608  | Hazardous Materials                       | 8  |
| 608A | Electrical Emergencies                    | 2  |
| 610  | Impaired Driving                          | 24 |
| 610A | Intoximeter Certification                 | 8  |
| 610B | DMV Per Se Hearings                       | 2  |
| 611  | Motor Vehicle Law and Enforcement         | 30 |
| 612  | Patrol Preparation and Techniques         | 4  |
| 614  | COLLECT                                   | 8  |
| 615  | Weapons of Mass Destruction               | 8  |
| 616  | Vehicle Stop Techniques                   | 24 |
| 616A | Low Risk Stops (included in area 616)     |    |
| 616B | High Risk Stops (included in area 616)    |    |
| 617  | Civil Complaints and Service Calls        | 2  |
| 618  | Note Taking and Report Writing            | 20 |
| 619  | Roadblocks                                | 1  |
| 620  | K-9 Teams                                 | 2  |
| 621  | Seized Property                           | 1  |
| 623  | Traffic Direction and Control             | 6  |
| 623A | Traffic Incident Management System        | 4  |
| 624  | Gangs                                     | 4  |
| 625  | Missing Persons                           | 4  |
| 626  | Critical Incident Management              | 4  |

|     |  |            |
|-----|--|------------|
| 627 | National Incident Management System    | 2          |
| 628 | Connecticut Information Sharing System | 4          |
| 619 | Blue on Blue and Off Duty Encounters   | 2          |
|     | <b>Total:</b>                          | <b>251</b> |

**Curriculum Total: 1361**