Michigan Commission on Law Enforcement Standards

Basic Training Curriculum and Training Objectives

2010

Michigan Commission On Law Enforcement Standards
Basic Training Curriculum

Table of Contents - (594 Hours)

Functional Area / *Subject Area* / Module Title		**Functional Area Hours** / *Subject Area Hours* Module	Hours
Administrative Time			**18**
Administrative Time			*18*
MCOLES Testing and Administration		N/A	8
Director Testing		N/A	10
I. Investigation			**115**
A. Introduction to Investigation			*2*
1. Constitutional Law*		I-A-1	2
B. Substantive Criminal Law			*24*
1. Laws Regarding Crimes Against Persons*		I-B-1	6
2. Laws Regarding Crimes Against Property*		I-B-2	6
3. Laws Regarding Contraband and Regulatory Crimes*		I-B-3	4
4. Laws Regarding Public Order Crimes*		I-B-4	2
5. Laws of Evidence*		I-B-5	4
6. Juvenile Law*		I-B-6	2
C. Criminal Procedure			*31*
1. Laws of Admissions and Confessions*		I-C-1	4
2. Interrogation Procedures		I-C-2	3
3. Laws of Arrest*		I-C-3	4
4. Arrest Procedures		I-C-4	2
5. Laws on Search Warrants*		I-C-5	2
6. Search Warrant Procedures		I-C-6	2
7. Laws on Warrantless Searches*		I-C-7	6
8. Warrantless Search Procedures		I-C-8	6
9. Laws on Suspect Identification*		I-C-9	2
D. Investigation			*12*
1. On-scene Preliminary Investigation		I-D-1	3
2. Preliminary Witness Interviewing		I-D-2	4
3. Preliminary Investigation of Deaths		I-D-3	2
4. Suspect Identification Procedures		I-D-4	3
E. Court Functions and Civil Law			*4*
1. Court Functions and Civil Law*		I-E-1	4
F. Crime Scene Process			*20*
1. Crime Scene Search		I-F-1	6
2. Recording the Crime Scene		I-F-2	4
3. Collection and Preservation of Evidence		I-F-3	8
4. Processing Property		I-F-4	2

* Must be taught by an attorney admitted to the Michigan Bar

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Functional Area / *Subject Area* / Module Title		**Functional Area Hours** / *Subject Area Hours* / Module Hours
I. Investigation (continued)		
G. Special Investigations		*8*
1. Child Abuse and Neglect Investigation	I-G-1	3
2. Sexual Assault Investigation	I-G-2	3
3. Narcotics and Dangerous Drugs	I-G-3	2
H. Investigation of Domestic Violence		*14*
1. Nature and Prevalence of Domestic Violence	I-H-1	3
2. Laws Regarding Domestic Violence*	I-H-2	3
3. Domestic Violence Response Procedures	I-H-3	8
* Must be taught by an attorney admitted to the Michigan Bar		
II. Patrol Procedures		**65**
A Patrol Operations		*10*
1. Preparation for Patrol	II-A-1	1
2. Radio/Telephone Communications	II-A-2	8
3. Patrol Operation Administrative Duties	II-A-3	1
B. Ethics In Policing and Interpersonal Relations		*25*
1. Ethics in Policing	II-B-1	4
2. Laws Pertaining to Civil Rights and Human Relations	II-B-2	2
3. Cultural Competence and Sexual Harassment	II-B-3	8
4. Interpersonal Skills	II-B-4	8
5. Civil Dispute	II-B-5	1
6. Victim Rights	II-B-6	2
C. Patrol Techniques		*12*
1. Types of Patrol	II-C-1	1
2. Patrol Area Checks	II-C-2	4
3. Responding to Crimes in Progress	II-C-3	4
4. Handling Abnormal Persons	II-C-4	3
D. Report Writing		*12*
1. Obtaining Information and Preparing Reports	II-D-1	12
E. Juveniles		*6*
1. Dealing With Juvenile Offenders	II-E-1	4
2. Dealing With the Families of Juveniles	II-E-2	2

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Functional Area / *Subject Area* / Module Title		**Functional Area Hours** / *Subject Area Hours* Module	Hours
III. Detention and Prosecution			**15**
A. Receiving and Booking Process			*6*
1. Searching and Fingerprinting Prisoners		III-A-1	4
2. Prisoner Care and Treatment		III-A-2	2
B. Case Prosecution			*8*
1. Warrant Preparation		III-B-1	1
2. Warrant Request and Arraignment		III-B-2	2
3. Preparation For Legal Proceedings		III-B-3	1
4. Testimony and Case Critique		III-B-4	4
C. Civil Process			*1*
1. Civil Process		III-C-1	1
IV. Police Skills			**278**
A. First Aid			*37*
1. Introduction to First Aid		IV-A-1	3
2. Bandaging Wounds and Controlling Bleeding		IV-A-2	3
3. Treating Fractures		IV-A-3	4
4. Administering CPR		IV-A-4	12
5. Treating Environmental First Aid Emergencies		IV-A-5	2
6. Treating Medical Emergencies		IV-A-6	3
7. Extricating and Transporting Injured Victims		IV-A-7	2
8. Practical First Aid Exercises		IV-A-8	8
B. Firearms			*86*
1. Laws and Knowledge Related to Firearms Use		IV-B-1	16
2. Firearm Skills		IV-B-2	50
3. Firearms Range Assessment		IV-B-3	8
4. Patrol Rifle		IV-B-4	12
C. Police Physical Skills			*79*
1. Mechanics of Arrest and Search		IV-C-1	8
2. Police Tactical Techniques		IV-C-2	5
3. Application of Subject Control		IV-C-3	4
4. Subject Control		IV-C-4	62
D. Emergency Vehicle Operation			*32*
1. Emergency Vehicle Operation: Legalities, Policies and Procedures		IV-D-1	8
2. Emergency Vehicle Operation Techniques		IV-D-2	24
E. Fitness and Wellness			*44*
1. Physical Fitness		IV-E-1	36
2. Health and Wellness		IV-E-2	8

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Functional Area / *Subject Area* / Module Title		**Functional Area Hours** / *Subject Area Hours* / Module Hours
V. Traffic		**70**
A. Motor Vehicle Law		*10*
1. Michigan Vehicle Code: Content and Uses	V-A-1	1
2. MVC: Words and Phrases	V-A-2	1
3. MVC Offenses: Classification, Application and Jurisdiction	V-A-3	4
4. Application of Vehicle Laws and Regulations	V-A-4	4
B. Vehicle Stops		*13*
1. Vehicle and Driver Licensing	V-B-1	2
2. Observation and Monitoring of Traffic	V-B-2	1
3. Auto Theft	V-B-3	2
4. Stopping Vehicles and Occupant Control	V-B-4	8
C. Traffic Control and Enforcement		*4*
1. Traffic Direction and Control	V-C-1	2
2. Traffic Warnings, Citations and Arrests	V-C-2	2
D. Operating While Intoxicated		*24*
1. Standard Field Sobriety Testing	V-D-1	24
E. Motor Vehicle Traffic Crash Investigation		*19*
1. Introduction to Traffic Crash Investigation	V-E-1	2
2. Preliminary Investigation at Traffic Crashes	V-E-2	1
3. Uniform Traffic Crash Report (UD-10)	V-E-3	4
4. Locating and Identifying Traffic Crash Victims and Witnesses	V-E-4	1
5. Traffic Crash Evidence Collection: Field Sketching and Measuring	V-E-5	4
6. Traffic Crash Evidence Collection: Roadway Surface	V-E-6	4
7. Traffic Crash Evidence Collection: The Vehicle	V-E-7	1.5
8. Traffic Crash Follow-Up and Completion	V-E-8	1.5

Table of Contents - (594 Hours)

Functional Area / *Subject Area* / Module Title	Module	Functional Area Hours / *Subject Area Hours* / Hours
VI. Special Operations		**33**
A. Emergency Preparedness/Disaster Control		*8*
1. Emergency Preparedness	VI-A-1	6
2. Explosive Devices	VI-A-2	2
B. Civil Disorders		*8*
1. Civil Disorder Procedures	VI-B-1	4
2. Techniques for Control of Civil Disorders	VI-B-2	4
C. Tactical Operations		*7*
1. Tactical Operations	VI-C-1	7
D. Environmental Crimes		*2*
1. Environmental Crimes	VI-D-1	2
E. Terrorism Awareness		*8*
1. Terrorism Awareness	VI-E-1	3
2. Weapons of Mass Destruction	VI-E-2	2
3. Incident Command	VI-E-3	3

Revised 1/10

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: A. Introduction to Investigation

Module Title: 1. CONSTITUTIONAL LAW

Hours: 2

Notes to Instructor:

Must be taught by an attorney admitted to the Michigan Bar.

Module Objectives:

I.A.1.1. Demonstrate an Understanding That Our Criminal Justice System is Built Upon Constitutional Law.

a. Identifies and describes the United States Constitution.

b. Describes the relationship of the Constitution to the Declaration of Independence and the Bill of Rights.

c. Describes the three main provisions of the Constitution as:
   (1) establishment of the framework of government;
   (2) delegation and assignment of power to the government;
   (3) restraint on the exercise of the powers of agents of government in order that individual rights can be preserved.

I.A.1.2. Locate and Describe Specific Provisions of the United States Constitution Important to Operation of Our Form of Government.

a. Locates and describes the sections providing for:
   (1) the judicial branch of government with its attendant powers and duties;
   (2) the executive branch of government with its attendant powers and duties;
   (3) the legislative branch of government with its attendant powers and duties.

b. Describes other provisions of the Constitution including:
   (1) ex post facto laws,
   (2) bills of attainer,
   (3) procedural due process,
   (4) substantive due process,
   (5) political participation, and
   (6) privacy and equal protection of laws.

I.A.1.3. Demonstrate an Understanding of the Michigan Constitution and its Relationship to Both the United States Constitution and Law Enforcement in Michigan.

a. Identifies the major provisions of the state Constitution:
   (1) Article I, Section 11;
   (2) Article I, Section 17.

b. Describes the significant differences in criminal law and procedure between the Michigan and United States Constitutions.
   (1) Article I, Section 11; (People v Nash, 418 Mich 196; 341 NW2d 439 (1983; People v Chapman, 426 Mich 245; 387 NW2d 835 (1986); People v Collins, 438 Mich 8; 475 NW2d 684 (1991); People v Bullock, 485 NW2d 866 (1992));
   (2) Article I, Section 17, (People v Hill, 429 Mich 382; 415 NW2d 193 (1987); People v Crusoe, 433 Mich 666; 449 NW2d 641 (1989)).

Module History:

Revised 7/00

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: B. Substantive Criminal Law

Module Title: 1. LAWS REGARDING CRIMES AGAINST PERSONS

Hours: 6

Notes to Instructor:

Must be taught by an attorney admitted to the Michigan Bar.

Module Objectives:

I.B.1.1. Identify the Basic Concepts of Criminal Law

a. Identifies the basic concepts important to Michigan criminal law as:
   (1) felony (MCL 750.7)
   (2) misdemeanor (MCL 750.8)
   (3) elements of an offense:
      (a) mens rea,
      (b) actus rea,
      (c) intent, and
      (d) lesser included offenses;
   (4) principles and accessories (CJI2d 8.6); and
   (5) inchoate offenses:
      (a) attempt (CJI2d 9.1);
      (b) conspiracy (CJI2d 10.1); and
      (c) solicitation (CJI2d 10.6).

I.B.1.2. Use the Michigan Penal Code (MCLA/MSA) to Identify Crimes Against Persons.

a. Uses the table of contents and index to locate specific offenses.

b. Identifies the elements of an offense.

I.B.1.3. Identify Crimes Against Persons.

a. Compares the elements of an offense against the facts of a situation to determine if any of the following crimes has been committed.

Notes to Instructor:

The MCL citations are in parenthesis

(1) Assault (felony) (750.82-84)
(2) Assault (misdemeanor) (750.81-81a)
(3) Car Jacking (750.529a)
(4) Child Abandonment (750.135)
(5) Child Abuse (750.136b)
(6) Child Custody (750.138)
(7) Child Neglect (722.622; 722.628)
(8) Conspiracy to commit a crime (750.157a)
(9) Contributing to delinquency of a minor (750.145)
(10) Criminal Sexual conduct (750.520a-e)
(11) Domestic assault (750.81b)
(12) Ethnic Intimidation (750.147b)
(13) Homicide (750.316-317; 750.321)
(14) Human Trafficking (750.462a-462j)
(15) Indecent Exposure (750.335a)
(16) Kidnapping (750.349)
(17) Larceny from a person (750.357)
(18) Obscene, harassing, or threatening phone call (750.540e)
(19) Parental kidnapping (750.350a)
(20) Robbery (750.529; 750.530)
(21) Stalking (750.411h; 750.411i)
(22) Other applicable crimes against persons

Module History

Revised 7/00
Revised 1/11

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: B. Substantive Criminal Law

Module Title: 2. LAWS REGARDING CRIMES AGAINST PROPERTY

Hours: 6

Notes to Instructor:

Must be taught by an attorney admitted to the Michigan Bar.
Local ordinance instruction should be left to the hiring jurisdiction.

Module Objectives:

I.B.2.1. Use the Michigan Penal Code (MCLA/MSA) to Identify Crimes Against Property.

a. Uses the table of contents and index to locate specific offenses.
b. Identifies the elements of an offense.

I.B.2.2. Identify Crimes Against Property.

a. Compares the elements of an offense against the facts of a situation to determine if any of the following crimes has been committed.

Notes to Instructor:

The MCL citations appear in parenthesis

(1) Arson (750.71-77)
(2) Auto theft (750.413-414)
(3) Breaking and entering (750.110; 750.111)
(4) Check law violation (e.g., forgery, NSF, etc.) (750.131-134)
(5) Conspiracy to commit a crime (750.157a)
(6) Counterfeit money (750.252-253)
(7) Credit card theft or misuse (750.157p-s)
(8) Defrauding an innkeeper (750.292)
(9) Embezzlement (750.174)
(10) Extortion (750.213-214)
(11) Financial Transaction Devices (750.157n-p)
(12) Forgery (750.248-249)
(13) Gambling (750.301)
(14) Home invasion (750.110a)
(15) Malicious destruction of property (750.377a-b)
(16) Larceny (felony) (750.356-357; 750.356a-d; 750.360; 750.362)
(17) Larceny (misdemeanor) (750.356)
(18) Receiving stolen property (750.535)
(19) Retail Fraud (750.356c-d)
(20) Trespassing (750.552)
(21) Other applicable property crimes

Module History:

Revised 7/00

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: B. Substantive Criminal Law

Module Title: 3. LAWS REGARDING CONTRABAND AND REGULATORY CRIMES

Hours: 4

Notes to Instructor:

This module must be taught by an attorney admitted to the Michigan Bar. Local ordinance instruction should be left to the hiring jurisdiction.

Module Objectives:

I.B.3.1. Use the Michigan Penal Code (MCLA/MSA) to Identify Contraband and Regulatory Crimes.

a. Uses the table of contents and index to locate specific offenses.

b. Identifies the elements of an offense.

c. Identifies promulgated rules authorized by statute that control contraband and regulatory crimes.

I.B.3.2. Identify Contraband and Regulatory Crimes.

a. Compares the elements of an offense against the facts of a situation to determine if any of the following crimes has been committed.

Notes to Instructor:

The MCL citations appear in parenthesis

(1) Business or peddler license violation (445.371-372; 445.377);
(2) Concealed weapon (750.227; 28.425f-g; 28.425k; 28.425o; 28.428; and 28.421 effective April 6, 2009);
(3) Law Enforcement Officers Safety Act of 2004 (18 USC 926B & 926C);
(4) Michigan Retired Law Enforcement Officer's Firearm Carry Act of 2008 (28.511- 28.527, effective March 31, 2009);
(5) Controlled Substance Act (333.7401-7404);
(6) Michigan Medical Marihuana Act of 2008 (333.26421 et. seq.);
(7) Fireworks violation (750.243a-d);
(8) Illegal burning (750.78);
(9) Illegal weapon [firearm] (750.232a; 750.227a; 750.224f);
(10) Illegal weapon [other than firearm] (750.226a; 750.224a);
(11) Impersonating an officer or other official (750.215);
(12) Licensing violations (750.224; 333.7303-7304; 436.1701);
(13) Liquor law (436.1913; 436.1701; 436.1703; 436.1705; 436.1915);
(14) Unlawful use of firearm (750.227b-d);
(15) Unlawful possession/use of police scanners (750.508);
(16) Weapon Free School Zones (750.237a); and
(17) Other applicable contraband and regulatory crimes.

Instructors should note that the Michigan Retired Law Enforcement Officer's Firearm Carry Act of 2008, and the Michigan Medical Marihuana Act of 2008, have been added to the list of regulatory crimes.

Module History:

Revised	July 2000
Revised	July 2001
Revised	July 2006
Revised	Jan 2009
Revised	Feb 2009

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: B. Substantive Criminal Law

Module Title: 4. LAWS REGARDING PUBLIC ORDER CRIMES

Hours: 2

Notes to Instructor:

Must be taught by an attorney admitted to the Michigan Bar. Local ordinance instruction should be left to the hiring jurisdiction.

Module Objectives:

I.B.4.1. Use the Michigan Penal Code (MCLA/MSA) to Identify Public Order Crimes.

a. Uses the table of contents and index to locate specific offenses.

b. Identifies the elements of an offense.

I.B.4.2. Identify Public Order Crimes.

a. Compares the elements of an offense against the facts of a situation to determine if any of the following crimes has been committed.

Note to Instructor:

The MCL citations appear in parenthesis

(1) Adulterating and poisoning food (750.397a)
(2) Bomb threats (750.411a)
(3) Crimes against animals (750.49-50b)
(4) Disorderly persons (including drunk offenses) (750.167; 750.168)
(5) Escaping from prison or jail (764.23; 750.193-197)
(6) False police reports (750.411a; 750.509)
(7) Littering (324.8901-8904)
(8) Obstructing Justice (750.479)
(9) Parole or probation violations (771.1)
(10) Peace Bonds (772.1)
(11) Prostitution (750.448-449a)
(12) Recruiting a minor to commit a crime (750.145a)
(13) Resisting arrest (750.479)
(14) Riots (752.541-544; 750.523)
(15) Taking a weapon from a police officer (750.479b)
(16) Other applicable public order crimes

Module History

Revised 7/00

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: B. Substantive Criminal Law

Module Title: 5. LAWS OF EVIDENCE

Hours: 4

Notes to Instructor:

Must be taught by an attorney admitted to the Michigan Bar. Criminal investigative procedures are taught elsewhere in the curriculum.

Instructors are reminded to present the Michigan Rules of Evidence (I.B.5.3) in a practical manner, as informational awareness, and at a law enforcement officer's level of understanding.

Module Objectives:

I.B.5.1. Demonstrate an Understanding of the Integral Relationship between Investigative Procedures and Admissible Evidence in Court.

a. Indicates that the summary goal in investigation and physical evidence collection is an affirmative final determination in a court of competent jurisdiction.

b. Indicates that the final determination is dependent on the evidence collected and its presentation in a legally sufficient manner.

c. Indicates that the final determination is dependent on the ability to reconstruct a prior incident or crime.

I.B.5.2. Collect Evidence in Daily Investigative Activities in Conformance With the Laws of Evidence as Defined by Federal and State Courts.

a. Demonstrates a working knowledge of the following concepts relevant to evidence including:
   (1) evidence;
   (2) presumption of innocence;
   (3) "beyond a reasonable doubt," the standard of proof in a criminal prosecution;
   (4) chain of custody;
   (5) the "exclusionary rule;"
   (6) the good faith exception to the exclusionary rule (United States v. Leon, 468 US 897 (1984); Massachusetts v. Sheppard, 468 US 981 (1984); People v. Goldston, 470 Mich 523 (2004); and
   (7) the "fruit of the poisonous tree" doctrine.

b. Demonstrates a working knowledge of terms important to evidence including:
   (1) corpus delicti, and
   (2) res gestae.

I.B.5.3. Conduct Investigations From the Initial Complaint to Presentation of Evidence in the Courtroom in Conformance With the Michigan Rules of Evidence.

Note to Instructor:

The MRE citations appear in parenthesis.

a. Demonstrates a working knowledge of relevant concepts and terms specified in the Michigan Rules of Evidence, including:
   (1) The weight and credibility of evidence (MRE 104);
   (2) Judicial notice (MRE 201-202);
   (3) Presumptions at law in Criminal Cases (MRE 302);
   (4) Relevant evidence (MRE 401);
   (5) The concept of "prejudicial effect versus probative value" (MRE 403);
   (6) Character evidence and reputation evidence (MRE 404);
   (7) Evidence of habit (MRE 406);
   (8) The concept of privilege (MRE 501);
   (9) Rules on witnesses and competency (MRE 601);
   (10) The need to testify under oath or affirmation (MRE 603);
   (11) Impeachment (MRE 609);
   (12) The importance of refreshing memory (MRE 612);
   (13) Opinion evidence (MRE 701-703);
   (14) Hearsay and the hearsay rule and its exceptions (MRE 801-804); and
   (15) The best evidence rule (MRE 1002).

Module History

Revised	7/00
Revised	7/04

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: B. Substantive Criminal Law

Module Title: 6. JUVENILE LAW

Hours: 2

Note to Instructor:

Must be taught by an attorney admitted to the Michigan Bar.

Module Objectives:

I.B.6.1. Demonstrate an Understanding of Juvenile Law as it Relates to Law Enforcement.

a. Describes the differences between:
   (1) a criminal act and an offense committed by a juvenile;
   (2) a delinquent act and a status offense;
   (3) the adult process of trial and the juvenile process of adjudication;
   (4) a warrant and a pick-up order;
   (5) a petition request and a warrant request;
   (6) sentencing and disposition;
   (7) arrest/apprehension and taking into custody.

b. Identifies "status offenses", including:
   (1) running away,
   (2) truancy,
   (3) incorrigibility,
   (4) curfew violations, and
   (5) alcohol violations.

c. Describes the differences between adults and juveniles for:
   (1) arraignment and preliminary hearing;
   (2) bond provisions;
   (3) fingerprinting;
   (4) suspect identification;

I.B.6.1. Demonstrate and Understanding of Juvenile Law as it Relates to Law Enforcement. (continued)

(5) record keeping; and

(6) interview/interrogation (People v. Abraham, 234 Mich.App. 640 (1998)).

I.B.6.2. Demonstrate an Understanding of the Special Provisions in the Statutes and Court Rules for Juvenile Offenses.

a. Describes the special provisions for juveniles of Public Act 288 of 1939, MCL 712A.1 et seq.

b. Recognizes that the family division of circuit court was assigned jurisdiction over juvenile proceedings (MCL 600.1001 and MCL 600.1021 (1)(e)).

c. Describes the required actions of a police officer as provided by the Juvenile Court Rules and Juvenile Code for the handling of juvenile offenders relating to:

(1) apprehension,
(2) detention,
(3) notification,
(4) interviewing,
(5) photographing,
(6) fingerprinting,
(7) petition,
(8) custody, and
(9) suspect identification process.

c. Describes the "Six Hour Rule" as allowing the juvenile to be kept in a locked setting for no more than six hours while being processed, e.g., fingerprinting, photos, etc. (28 CFR 31.303(e)(2).

Module History

Revised 1/01

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: C. Criminal Procedure

Module Title: 1. LAWS OF ADMISSIONS AND CONFESSIONS

Hours: 4

Notes to Instructor:

Must be taught by an attorney admitted to the Michigan Bar.

Module Objectives:

I.C.1.1. Collect Admissions and Confessions as Evidence, in Accordance With Federal and State Laws Regarding Admissions and Confessions.

a. Demonstrates a working knowledge of concepts and terms relevant to admission and confessions including:
   (1) confession;
   (2) admission;
   (3) "inherently coercive environment;"
   (4) custody;
   (5) interrogation (Brewer v Williams, 430 US 387, 97 S.Ct. 1232 (1977); Rhode Island v Innis, 446 US 291 (1980)); and
   (6) the "delay in arraignment" rule (People v Hamilton, 359 Mich 410 (1960); People v Mallory, 421 Mich 229 (1984);
   (7) privileged communications.

I.C.1.1. Collect Admissions and Confessions as Evidence, in Accordance With Federal and State Laws Regarding Admissions and Confessions. (continued)

b. Demonstrates a working knowledge of issues relevant to obtaining legal admissions and confessions for courtroom evidence including:
   (1) "voluntariness" as an issue to be decided based upon the totality of the circumstances;
   (2) the implementation of constitutional aspects of confessions as found in Brown v Mississippi, 297 US 278 (1936) and Miranda v Arizona, 384 US 436 (1966);
   (3) Fifth and Sixth Amendment considerations relevant to confessions; (People v Crusoe, 433 Mich 666; 449 NW2d 641 (1989); Mich v Mosley, 423 US 96 (1975); Mich v Jackson, 475 US 625 (1986); Arizona v Edwards, 108 SCt 2093 (1988)).
   (4) Rules to determine when Miranda warnings need be given (People v Hill, 429 Mich 382; 415 NW2d 193 (1987)), (Stansbury v California, 114 S.Ct. 1526(1993)).
   (5) the "fruit of the poisonous tree" doctrine and its implications for confessions;
   (6) the exclusionary rule and its implication for confessions;
   (7) Inevitable Discovery Rule (Nix v Williams, 104 SCt 2501 (1984)); and
   (8) Public Safety Exception (New York v Quarles, 104 SCt 2626 (1984)).

Basic Training Module Specifications

Functional Area:	I.	Investigation
Subject Area:	C.	Criminal Procedure
Module Title:	2.	INTERROGATION PROCEDURES
Hours:	3	

Module Objectives:

I.C.2.1. Prepare For an Interrogation of a Suspect.

a. Advises suspect of Miranda warnings, if under arrest. (People v Hill 429 Mich 382; 415 NW2d 193 (1987)).

b. Takes suspect to a location unfamiliar to him/her for the interrogation.

c. Determines the proper method of interrogation (e.g., based on educational, social, criminal background, and personality characteristics of suspect).

I.C.2.2. Advise Persons of Their Constitutional Rights.

a. Determines the necessity for advising person of rights by considering:
   (1) whether the situation is custodial;
   (2) whether the suspect will be questioned.

b. Advises person of constitutional rights by:
   (1) reading rights to person,
   (2) asking person if he/she understands rights, and
   (3) explaining rights to person, if necessary.

c. Asks suspect if he/she wants to waive his/her rights, if further questioning is required.

d. Evaluates whether there is the need to re-advise the arrestee of the Miranda Warnings, if a significant break occurs during questioning.

I.C.2.3. Instruct a Suspect on the Process For Obtaining an Attorney.

a. Explains to suspect his/her right to obtain an attorney by explaining that:
   (1) the suspect has the right to the presence of an attorney,
   (2) the suspect has the right to have an attorney appointed if he/she cannot afford one, and
   (3) the officer cannot assist in selecting an attorney.

I.C.2.4. Explain the Nature of a Complaint to a Suspect.

a. Obtains information about incident by reading report or talking to complainant.

b. Explains complaint to offender, answering any appropriate questions.

I.C.2.5. Conduct Interview of a Suspect.

a. Establish rapport with suspect.

b. Listen to suspect's complete statement without interrupting.

c. Take notes and clarify details.

d. Evaluate body language and paralanguage.

e. Process information to utilize in the interrogation approach and/or theme.

I.C.2.6. Conduct Interrogation of a Suspect.

a. Conducts interrogation of suspect using appropriate interrogation techniques.

b. Controls dialogue and challenges denials.

c. Obtains admission and/or confession when appropriate.

d. Records exact statements of suspect.

I.C.2.7. Record Statements of Suspects.

a. Obtains written waiver of constitutional rights from individual making the confession/admission, if possible.

b. Obtains written confession/admission of events that occurred, asking suspect to be concise and include names, dates, times, places, etc., if possible.

c. Witnesses recording of confession/admission.

d. Handles the recorded confession/admission as evidence.

e. Writes report concerning the confession/admission given by suspect, using exact verbiage of the individual when possible.

Module History

Revised October 2006

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: C. Criminal Procedure

Module Title: 3. LAWS OF ARREST

Hours: 4

Notes to Instructor:

Must be taught by an attorney admitted to the Michigan Bar.

Module Objectives:

I.C.3.1. Arrest Persons in a Lawful Manner.

a. Demonstrates a working knowledge of the terms and issues involved in making lawful arrests, including:
   (1) an arrest and its elements as defined by People v Gonzales, 356 Mich 247 (1959);
   (2) a felony and a misdemeanor as defined in the Code of Criminal Procedure;
   (3) "probable cause;"
   (4) an officer's authority to arrest with an arrest warrant;
   (5) the circumstances in which an officer may arrest without a warrant;
   (6) the circumstances in which an officer may accept interim bond (MCL 755.581);
   (7) arrest aids which, when used, may be considered to be deadly force (Attorney General Opinion 5068 (1976));
   (8) when deadly force may be used (Tennessee v Garner, 105 S. Ct. 1694 (1985));
   (9) the standards for non-deadly force (Graham v Connor, 109 S. Ct. 1865 (1989));
   (10) the law regarding body cavity searches;
   (11) the rights of arrested persons; and
   (12) the possible criminal and civil consequences of an unlawful arrest.

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: C. Criminal Procedure

Module Title: 4. ARREST PROCEDURES

Hours: 2

Notes to Instructor:

Module Objectives:

I.C.4.1. Warn Offenders in Lieu of Arrest or Citation.

a. Explains to the offender:
   (1) the nature of the offense he/she committed,
   (2) possible penalties for the offense, and
   (3) that he/she is being warned rather than arrested or cited for the offense.

b. Releases the warned offender.

I.C.4.2. Plan Strategy For Making Arrests.

a. Evaluates circumstances of situation to determine strategy for arrest by considering:
   (1) suspect's past behavior,
   (2) type of charge,
   (3) location,
   (4) whether or not suspect is alone,
   (5) possible weapons, and
   (6) possible escape routes.
   (7) seeks assistance from other police officers.

b. Coordinates arrest actions by communicating with assisting officers about details of situation (e.g., how to approach building, who will make arrest).

I.C.4.2. Plan Strategy For Making Arrests. (continued)

c. Requests assistance from bystander in order to effect an arrest.
   (1) determines if assistance from citizen is needed (e.g., there is an immediate need for radio or telephone communication, physical assistance is needed); and
   (2) requests bystander assistance by identifying himself/herself as a police officer and requesting bystanders to provide appropriate assistance.

I.C.4.3. Arrest Persons With a Warrant.

a. Prepares to execute arrest by verifying:
   (1) the existence of warrant (e.g., has possession of warrant or receives knowledge that warrant exists), and
   (2) that the identity of the person matches the person on the warrant.

b. Verifies that warrant held by another agency is still in effect.

c. Serves the warrant on the named person.

d. Effects the arrest.

I.C.4.4. Arrest Persons Without a Warrant.

a. Establishes probable cause that the crime was committed and the suspect committed the crime, as indicated by:
   (1) physical evidence;
   (2) witness or victim statements; and/or
   (3) personal observations.
   (4) arrests of persons in a residence (People v Oliver, 417 Mich 366 (1983); People v Parker, 417 Mich 556 (1983); Payton v New York, 445 US 573 (1980); Minnesota v Olson, 110 SCt 1684 (1990)).

I.C.4.4. Arrest Persons Without a Warrant. (continued)

b. Determines whether it is appropriate to arrest without a warrant by considering:
   (1) type of crime (i.e., misdemeanor, felony or domestic assault);
   (2) jurisdictional authority; and
   (3) location/privacy expectations of third parties (e.g., need for a search warrant when suspect is in a third party's home);

I.C.4.5. Take Into Custody a Person Detained by Citizen.

a. Determines whether or not detention by the citizen is legal (e.g., a felony has been committed and there is a reason to believe suspect committed the felony).

b. Identifies complainant, suspect, and witnesses using driver's license and/or other reliable identification documents.

c. Take suspect into custody for formal booking.

I.C.4.6. Transport Prisoners.

a. Determines age of prisoner to ensure that juveniles and adults are not transported in the same vehicle.

b. Determines extent of restraint necessary by considering the type of crime and the prisoner's behavior and history.

c. Advises dispatcher by radio of the following:
   (1) nature of the arrest;
   (2) identification of the prisoner;
   (3) destination and starting mileage; and
   (4) dispatcher responds with time.

d. Handcuffs and searches prisoner(s) before placement in patrol vehicles.

I.C.4.6. Transport Prisoners. (continued)

e. Seats prisoner(s) and officer(s) in the patrol vehicle according to the following scheme:
   (1) protective barrier/one or two officer(s):
      (a) prisoner(s) is placed in rear seat;
   (2) no protective barrier/one officer:
      (a) one prisoner is placed in right front seat and secured with seat belt; or
      (b) two prisoners are transported individually as in (2)(a);

   (3) no protective barrier/two officers:
      (a) one prisoner is placed in right rear seat and the guard officer sits in the left rear seat, with gun shifted to the left side or given into custody of the driving officer.
      (b) two prisoners are placed in the right rear seat with the guard officer sitting in the left rear seat and taking precautions as in (3)(a).

f. Takes prisoner(s) directly to proper detention facility.

g. Advises dispatcher of ending mileage and arrival at destination; dispatcher responds with time.

h. Removes prisoner from police vehicle in a safe manner (e.g., uses extent of restraint necessary based on type of crime and prisoner's behavior).

I. Searches patrol vehicle for contraband after removing prisoner.

j. Documents any injuries that the prisoner may have incurred during arrest or transportation.

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: C. Criminal Procedure

Module Title: 5. LAWS ON SEARCH WARRANTS

Hours: 2

Note to Instructor:

Must be taught by an attorney admitted to the Michigan Bar.

Module Objectives:

I.C.5.1. Conduct Searches With a Warrant in a Lawful Manner.

a. Demonstrates a working knowledge of the legal issues pertaining to searches with a warrant, including:
   (1) the showing of probable cause (MCL 780.653); (People v Sloan, 450 Mich 160 (1995));
   (2) the search warrant rule as articulated by the U.S. Supreme Court in Katz v United States, 389 US 347 (1967);
   (3) the two policy reasons for the courts' preference for a warrant as articulated in Coolidge v New Hampshire, 483 US 443 (1971);
   (4) the presumption of validity to the search warrant procedure;
   (5) the penalties for exceeding one's authority in procuring a search warrant (MCL 780.657-658);
   (6) the necessity for a search warrant when entering a third party's house to serve an arrest warrant; and
   (7) the "plain view" doctrine when executing a search warrant.

I.C.5.1. Conduct Searches With a Warrant in a Lawful Manner. (continued)

b. Demonstrates a working knowledge of the legal requirements to obtaining, executing and returning a search warrant, including:
   (1) the affidavit and its contents (MCL 780.651, MCL 780.653);
   (2) the methodology used in taking an oath (MCL 600.1432);
   (3) those authorized to act as a magistrate for purposes of issuing a search warrant;
   (4) those items for which a search warrant can issue (MCL 780.652);
   (5) the concept of probable cause based upon "the four corners of the document" (MCL 780.653);
   (6) the specificity necessary in a search warrant (MCL 780.654);
   (7) the concept of "staleness" in search warrant affidavits;
   (8) the court's terminology "common sense reading;"
   (9) the authority to break into or out of a building in serving a search warrant (MCL 780.656);
   (10) the authority to seize property when executing a search warrant (MCL 780.655);
   (11) the authority to control people in the area when executing a search warrant (Michigan v Summers, 452 US 692 (1981));
   (12) the tabulation and other procedures necessary when executing a search warrant (MCL 780.655);
   (13) the necessity for filing a return to the court (MCJ 780.655); and
   (14) the procedures and need for a search warrant when seizing conversation as part of participant monitoring (People v Collins 438 Mich 8; 475 N.W. 2nd 684 (1991)).

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: C. Criminal Procedures

Module Title: 6. SEARCH WARRANT PROCEDURES

Hours: 2

Note to Instructor:

Instructors should review MCL 780.656, People v Williams 198 Mich App 537 (1993) and People v Jackson 180 Mich App 339 (1989).

Module Objectives:

I.C.6.1. Obtain a Search Warrant.

a. Provides documentation to obtain search warrant by using facts from notes, reports, recordings, interviews, informants, and photographs to indicate:
   (1) probable cause for obtaining warrant,
   (2) the location where search is to be conducted, and
   (3) description of items to be seized.

b. Contacts prosecutor as dictated by local policy and practice.

c. Writes an affidavit for search warrant for review by the magistrate.

d. Reviews accuracy and completeness of affidavit before presenting it to judge or magistrate for approval.

e. Raises right hand and swears to the accuracy of the affidavit and signs the affidavit in the presence of a judge or magistrate.

I.C.6.2. Exercise Safety Precautions When Searching.

a. Evaluates degree to which the officer will be able to control suspects by considering:
   (1) number of suspects,
   (2) number of officers, and
   (3) setting of the scene to be searched.

b. Takes appropriate action to ensure officer safety (e.g., requests assistance or delays the search).

I.C.6.3. Search Premises or Property With a Warrant.

a. Plans strategy to execute search warrant by:
   (1) determining how many officers are needed,
   (2) determines roles if forced entry necessary,
   (3) identifies plan to make searched area safe,
   (4) designating search responsibilities, and
   (5) identifying floor plan of building.

b. Notifies persons at premises of intent and authority to search with a warrant.

c. Forces entry to premises if denied entry after notice of warrant is given.

d. Searches premises according to the predetermined strategy (e.g., searches for articles specified in warrant where articles could be hidden).

e. Serves a copy of the warrant by:
   (1) giving it to the person in control of premises, or
   (2) leaving a copy of the warrant in a conspicuous place if premises are unoccupied.

f. Seizes any contraband, evidence, weapons, or fruits of a crime found in the search.

g. Documents evidence seized in search according to department policy and court requirements.

h. Leave a copy of tabulation of items seized at the place searched or with the person in charge of the place searched.

i. Delivers copy of return to court with tabulation of items seized.

I.C.6.4. Search Persons With a Warrant.

a. Serves warrant on a person who is to be searched for evidence (e.g., blood, semen, hair, trace evidence, sample of handwriting, etc.).

b. Transports person to be searched to medical or technical expert who will collect the evidence.

c. Collects samples specified in warrant in appropriate manner (e.g., supervises physician who is collecting blood sample, collects samples such as handwriting, etc.).

d. Tabulates all evidence seized in search.

e. Gives tabulation to person from whom evidence was taken.

f. Delivers copies of return to court with the tabulation of items seized.

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: C. Criminal Procedure

Module Title: 7. LAWS ON WARRANTLESS SEARCHES

Hours: 6

Note to Instructor:

Must be taught by an attorney admitted to the Michigan Bar.

Module Objectives:

I.C.7.1. Conduct Searches Without a Warrant Only Under Court Recognized Exceptions to the Fourth Amendment Warrant Requirement.

a. Demonstrates a working knowledge of the underlying issues surrounding warrantless searches including:
   (1) the majority interpretation of the Fourth Amendment of the U.S. Supreme Court as found in Katz v United States, 389 US 347 (1967);
   (2) the minority interpretation of the Fourth Amendment of the U.S. Supreme Court as found in the dissenting opinion of Robbins v California, 453 US 420, (1981);
   (3) the fundamental differences between the Fourth Amendment and Article 1, Section 11 of the Michigan Constitution (as articulated in Michigan v Long, 463 US 1032, 103 SCt 3469 (1983), footnote 10); also see People v Nash, 418 Mich 196; 341 NW2d 439 (1983); People v Chapman, 425 Mich 245; 387 NW2d 835 (1986); People v Collins, 438 Mich 8; 475 Nw2d 684 (1991).
   (4) the reasonable expectation of privacy;
   (5) the concept of governmental conduct; and
   (6) the difference between the terms open view and plain view.

I.C.7.1. Conduct Searches Without a Warrant Only Under Court Recognized Exceptions to the Fourth Amendment Warrant Requirement. (continued)

b. Demonstrates a working knowledge of each of the exceptions to warrant requirement and the elements of each:

(1) the search incident to an arrest exception (New York v Belton, 453 US 454 (1981) as distinguished by Arizona v Gant, Slip Op No. 07-542 (2008); People v Chapman, 425 Mich 245 (1986); People v Bullock, 485 440 Mich 15 (1992); People v Alafara, 140 Mich App 551 (1985));

(2) the probable cause plus exigent circumstances search exception (United States v Ross, 456 US 798, 102 SCt 2157 (1982); US v Sharp, 470 US 675, 105 SCt 1568 (1985); California v Carney, 471 US 386 (1986), 105 SCt 2066 (1986); Meyers v Florida, 466 US 380, 104 SCt 1852 (1984); and see People v Bullock above);

(3) the plain view search exception (Coolidge v New Hampshire, 403 US 443 (1970); Texas v Brown, 460 US 730, 103 SCt 1535 (1983); Horton v California, 110 SCt 2301 (1990));

(4) the consent search exception (Schneckloth v Bustamonte, 412 US 218 (1973); People v Chism, 392 Mich 104 (1973); Illinois v Rodriguez, 110 SCt 2783 (1990); People v Grady, 484 NW2d 417 (1992));

(5) the stop and frisk exception, (Terry v Ohio, 392 US 1 (1968); California v Hodari, 111 SCt 1547 (1991); People v Mamon, 435 Mich 1; 457 NW2d 623 (1990); Michigan v Long, 463 US 1032, 103 SCt 3469 (1983); People v Parham, 147 Mich App 358 (1986); People v VanDiver, 140 Mich App 484 (1985));

(6) the inventory search exception (South Dakota v Opperman, 428 US 364 (1975); People v Toohey, 438 Mich 265; 475 NW2d 16 (1991));

(7) the emergency exception (People v Chapman, 72 Mich App 547 (1977); People v Washington, 77 Mich App 598 (1977); City of Troy v Ohlinger, 438 Mich 477; 475 NW2d 54 (1991));

(8) the hot pursuit search exception (United States v Santana, 427 US 38 (1976); People v Joyner, 93 Mich App 554 (1979); People v Reinhardt, 141 Mich App 173 (1985));

(9) the administrative search exception (Camera v Municipal Court, 387 US 523 (1966); Illinois v Lafayette, 462 US 640, 103 SCt 2605 (1983); Tallman v DNR, 421 Mich 585 (1985); People v Jones, 180 Mich App 625 401 NW2d 844 (1989)); and

(10) the border search exception (Almeida v Sanchez, 413 US 266 (1973).

I.C.7.1. Conduct Searches Without a Warrant Only Under Court Recognized Exceptions to the Fourth Amendment Warrant Requirement. (continued)

c. Demonstrates a working knowledge of the consequence to conducting an unlawful warrantless search, including:
   (1) the possible criminal and civil sanctions that may result; and
   (2) the exclusionary rule implications for the evidence.

Module History:

Revised	7/04
Revised	4/09

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: C. Criminal Procedure

Module Title: 8. WARRANTLESS SEARCH PROCEDURES

Hours: 6

Notes to Instructor:

Module Objectives:

I.C.8.1. Search Premises, Property or Passenger Compartment of a Vehicle Incident to an Arrest.

a. Effects or establishes the fact of a legitimate arrest before conducting the search incident to the arrest based on laws of arrest, criminal law, and case law.

b. Restrains prisoner prior to searching incident to an arrest (e.g., handcuffs prisoner or has another officer observe and limit the prisoner's movement).

c. Searches area within immediate reach of arrested subject when appropriate.

d. Searches passenger compartment of a vehicle and containers therein in cases of bondable or custodial arrests (as distinguished by Arizona v Gant, Slip Op No. 07-542 (2008)).

e. Seizes any contraband, fruits of a crime, or evidence found during the search that are in plain view or in cases where exigent circumstances exist.

f. Documents all articles seized in search.

I.C.8.2. Search a Movable Vehicle with Probable Cause and Exigent Circumstances.

a. Establishes that probable cause exists to search the vehicle for illegal articles based on probable cause that contraband, evidence or fruits of the crime are in the vehicle.

b. Even if in police custody, recognizes that the mobility of the vehicle creates the exigency to search the vehicle.

c. Searches the vehicle without a warrant, ensuring that occupants present no danger to officer.

d. Seizes any contraband, fruits of a crime, weapons, or evidence found during the search.

e. Documents all articles seized in search.

I.C.8.3. Search Buildings in Hot Pursuit Situations.

a. Determines that there is legal authority to arrest for a crime and that the hot pursuit is legitimate (MCL 764.16; People v Reinhardt, 141 Mich App 173 (1985).
   (1) "hot pursuit" arrests in a non-public building cannot be effected for warrantless misdemeanors;
   (2) "hot pursuit" arrests can be effected for misdemeanors with a warrant or for felonies without a warrant.

b. Maintains persistent pursuit of suspect using any practical means and keeping suspect in sight, if possible.

c. Determines whether probable cause exists to believe that a felony has been committed by the fleeing suspect to justify entry into a building.

d. Enters place of retreat of pursued suspect in cautious manner.

e. Searches the area that is within reach of the pursued suspect.

f. Seizes any contraband, evidence, weapons, or fruits of a crime found in the hot pursuit arrest:
   (1) contraband, weapons, fruits of the crime, and other evidence found while effecting a "hot pursuit" arrest can be lawfully seized.

I.C.8.4. Search Premises or Property With Consent.

a. Requests voluntary permission to search an area or item.

b. Establishes the apparent right and ability of subject to give a legal consent to a search (e.g., individual is in control of the property/area which is to be searched and he/she gives consent voluntarily).

c. Documents the consent to conduct the search by including it in reports, by using department waiver forms or witness statements.

d. Conducts a consent search using appropriate techniques (e.g., searches within the perimeters consented to, searches in a systematic and thorough manner).

e. Ensures that occupants present no danger to officers.

f. Seizes any found contraband or evidence.

g. Ceases the search if the consent is withdrawn.

h. Maintains control of location if consent for search is withdrawn, but probable cause exists to justify seeking a search warrant (i.e., protects location or keeps location under surveillance).

i Documents all articles seized in search.

Module History:
Revised 4/09

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: C. Criminal Procedures

Module Title: 9. LAWS ON SUSPECT IDENTIFICATION

Hours: 2

Note to Instructor:

Must be taught by an attorney admitted to the Michigan Bar.

Module Objectives:

I.C.9.1. Conduct Corporeal Lineups.

a. Demonstrates a working knowledge of the legal issues related to conducting a corporeal lineup:
   (1) when right to counsel attaches (U.S. v Wade, 87 S Ct 1926 (1966); Gilbert v California, 87 S Ct 1951 (1966); Kirby v Illinois, 92 S Ct 1877 (1971); People v. Hickman, 470 Mich 602 (2004));
   (2) no violation of Fifth Amendment right against self incrimination (U.S. v Wade, 87 S Ct 1926 (1966); Stovall v Denno, 87 S Ct 1967 (1966));
   (3) burdens with and without counsel present (People v Haisha, 111 Mich App 165 (1981); People v Young, 21 Mich App 684 (1970));
   (4) proper composition of subjects, i.e., height, weight, etc., (Foster v California, 89 S Ct 1127 (1968); People v Barnes, 107 Mich App 386 (1981)); and
   (5) ability to compel speech, gestures, etc., (U.S. v Dionisio, 93 S Ct 764 (1972); People v Hall, 396 Mich 650 (1976); Gilbert v California 87 S Ct 1951 (1966)).

I.C.9.2. Conduct Photo Lineups.

a. Demonstrates a working knowledge of the legal issues related to conducting a photo lineup:
   (1) when right to counsel attaches (U.S. v Wade, 87 S Ct 1926 (1966); Gilbert v California, 87 S Ct 1951 (1966); Kirby v Illinois, 92 S Ct 1877 (1977); People v. Hickman, 470 Mich 602 (2004); People v McNeil, 81 Mich App 368 (1978); People v Eaton, 114 Mich App 330 (1982); People v Kurylczyk, 443 Mich 289 (1993));
   (2) when photographic displays are permissible (People v Powell, 97 Mich App 287 (1980); People v Currelley, 99 Mich App 561 (1980));
   (3) presumptions with and without counsel present (People v Haisha, 111 Mich App 165 (1981));
   (4) proper composition of photographs (People v Dean, 103 Mich App 1 (1981));
   (5) retention of photographs used in photographic display (People v Wilson, 96 Mich App 792 (1980)).

I.C.9.3. Conduct a Showup (Immediate On-Scene Identification).

a. Demonstrates a working knowledge of the legal issues related to conducting a showup:
   (1) when right to counsel attaches (U.S. v Wade, 87 S Ct 1926 (1966); Gilbert v California, 87 S Ct 1951 (1966); Kirby v Illinois, 92 S Ct 1877 (1971); People v Purofoy, 116 Mich App 471 (1982); People v Miller, 208 Mich App 495 (1995));
   (2) when showups are permissible (Stovall v Denno, 87 S Ct 1967 (1966); People v Starks, 107 Mich App 377 (1981); People v. Winters, 225 Mich App 718 (1997)); and
   (3) rationale for allowing (People v Purofoy, 116 Mich App 471 (1982)).

Module History:

Revised 8/04

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: D. Investigation

Module Title: 1. ON-SCENE PRELIMINARY INVESTIGATION

Hours: 3

Module Objectives:

I.D.1.1. Determine Whether an Incident is a Criminal or Civil Matter.

a. Reviews the facts of an incident to determine if the elements of a criminal offense are present by considering case and statutory law (e.g., Michigan Vehicle Code, Michigan Statutes Annotated).

b. Advises complainant of local policy (e.g., prosecutor's policy, police agency policy) if the incident is a civil matter.

I.D.1.2. Handle Complaints.

a. Compares the facts of a complaint against the elements of an offense to determine whether a violation of law has occurred.

b. Handles the following complaint in conformance with local policy when no law has been violated:
   (l) dead body,
   (2) desertion or AWOL,
   (3) drowning,
   (4) loitering,
   (5) missing person,
   (6) prowling,
   (7) recovering stolen property, and
   (8) suicide attempt.

I.D.1.3. Advise Victims of Their Rights Under the William Van Regenmorter Crime Victims Rights Act.

a. Advises the victim of a reported crime within 24 hours of the initial contact of the following (MCL 780.753):
   (1) the availability of emergency and medical services, if applicable;
   (2) the availability of victims' compensation benefits and the compensation board's address;
   (3) the address and phone number of the prosecuting attorney; and
   (4) the required statement regarding information on the status of the case.

b. Advises the victim of the victim's right regarding any property taken during the course of the investigation.

I.D.1.4. Conduct a Preliminary Investigation by Protecting a Crime Scene and Locating Witnesses.

a. Protects crime scene, if necessary, from further injury or destruction of evidence.

b. Locates and identifies suspects, witnesses and victims.

I.D.1.5. Evaluate Information at a Preliminary Investigation to Determine Course of Action.

a. Assesses all information to determine if an offense has occurred.

b. Determines if there is probable cause or reasonable suspicion to continue the investigation.

c. Takes appropriate enforcement action at the scene of a preliminary investigation.

I.D.1.6. Track a Person From a Scene.

a. Tracks person from scene by:
   (1) locating the prints (e.g., footprints, snowmobile tracks),
   (2) determining the person's direction of travel,
   (3) following the prints while preserving them for identification, and
   (4) looking for additional evidence (e.g., an object the person may have dropped).

b. Communicates pertinent information including:
   (1) location of suspect's tracks (e.g., by providing a description of landmarks),
   (2) number of suspects (e.g., based on nature of prints), and
   (3) size and nature of footprints(e.g., size of shoe, identifying characteristics, etc.).

I.D.1.7. Search For Persons Using Proper Techniques.

a. Describes person being sought to other officers, including information such as:
   (1) name
   (2) sex
   (3) age
   (4) height
   (5) weight
   (6) color of hair
   (7) color of eyes
   (8) any distinguishing features (e.g., marks, scars, limp)
   (9) clothing description from head to foot
   (10) unusual characteristics (e.g., abnormal mental condition)
   (11) reason person is wanted (including reasons for using additional caution)
   (12) direction of travel or area last seen
   (13) vehicle description

I.D.1.7. Search For Persons Using Proper Techniques. (continued)

b. Conducts search for person by:
   (1) interviewing acquaintances, neighbors, etc.,
   (2) checking places frequented by person,
   (3) checking attractive nuisances, (e.g., construction sites, abandoned buildings, etc.), and
   (4) checking public facilities (e.g., parks, bus stations, pools, etc.).

I.D.1.8. Locate Witnesses to a Crime Using Various Methods.

a. Detains individuals in the immediate crime scene area;

b. Photographs large crowds at a crime scene;

c. Canvasses the crime scene area (e.g., door-to-door);

d. Interviews police informants or initial witnesses to the crime;

e. Appeals for witnesses through the media, etc.

I.D.1.9 Initiate an Amber Alert when appropriate.

a. Law enforcement must confirm an abduction has taken place;

b. The child must be at risk of serious injury or death;

c. There must be sufficient descriptive information of child, captor; or captor's vehicle to issue an alert; and

d. The child must be 17 years old or younger.

Note to Instructor: The Michigan State Police is the contact agency for initiating the Amber Alert in Michigan. An Amber Alert can be initiated by contacting the MSP Coordinator of the Michigan Amber Alert Plan and Michigan's Children Information Clearinghouse at (517) 241-7183.

Module History:

Revised	April, 2006
Revised	May, 2008

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: D. Investigation

Module Title: 2. PRELIMINARY WITNESS INTERVIEWING

Hours: 4

Notes to Instructor:

Develop trainee "skills practicum" scenarios to ascertain trainee understanding and practical skills application.

Develop a uniform interviewing skills inventory sheet for critique purposes.

Module Objectives:

I.D.2.1. Interview Complainants and Witnesses.

a. Separates complainants and/or witnesses.

b. Obtains necessary information about witnesses and/or complainants (e.g., name, date of birth, address, phone number, availability).
   (1) determines whether the rule of privileged communication applies to the person to be interviewed.

c. Asks questions to obtain pertinent facts using proper procedures:
   (1) is direct,
   (2) asks what the witness saw and heard, not what they were told, and
   (3) asks questions without supplying answers.

I.D.2.2. Take Statements of Witnesses.

a. Obtains written statements from witnesses, whenever possible, about events that occurred, asking them to be detailed and include names, dates, times, places, etc.

b. Handles recorded statements from witnesses as evidence:
   (1) notes the date, time and place;
   (2) identifies the name of witness giving the statement;
   (3) identifies the interviewer;
   (4) marks and tags the statement as evidence; and
   (5) references the witness statement in the offense report.

c. Writes report about events that occurred based on witness statements and other information known about event.

Basic Training Module Specifications

Functional Area:	I.	Investigation
Subject Area:	D.	Investigation
Module Title:	3.	PRELIMINARY INVESTIGATION OF DEATHS
Hours:	2	

Module Objectives:

I.D.3.1. Examine Dead Body For Evidence of Unnatural Death.

a. Notifies medical examiner of death.

b. Investigate death scene for evidence of unnatural death before searching the body by considering length of time the person has been dead, visual signs of violence, appearance of the body, etc.

c. Examines dead body for wounds and injuries by inspecting the body visually and recording any unusual observations.

d. Protects death scene.

I.D.3.2. Search Dead Bodies for Identification When Death is Determined to be Natural.

a. Searches the body to locate identification (e.g., checks pockets, checks purse), or identifying marks (e.g., scars, tattoos, amputations, medic-alert tags), if the death was natural.

b. Inventories valuables obtained in search.

c. Secures personal property obtained from a dead body.

I.D.3.3. Verify the Identity of Deceased Persons.

a. Checks for immediate identification on the body.

b. Contacts witnesses for questioning or for viewing the body.

c. Checks official records (e.g., fingerprints, dental records, missing person records).

I.D.3.4. Review With Medical Examiner Circumstances Relating to a Death.

a. Briefs the medical examiner concerning the circumstances surrounding the death.

b. Discusses physical evidence (e.g., how many gunshots, angle of weapon entry, amount of drugs taken, etc.) with medical examiner to obtain information aiding in the investigation of the death.

c. Records pertinent information determined by the medical examiner concerning the circumstances of death (e.g., time of death, whether body was moved).

d. Reviews medical examiner reports for information that might aid in the investigation of the death.

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: D. Investigation

Module Title: 4. SUSPECT IDENTIFICATION PROCEDURES

Hours: 3

Notes to Instructor:

Emphasize the use of LEIN and other electronic systems as criminal investigation tools.

Trainees must be made aware of the use of local agency records systems, availability of crime analysis data systems, field interview card files, etc.

Module Objectives:

I.D.4.1. Establish the Modus Operandi (M.O.) of a Suspect.

a. Establishes modus operandi (M.O.) of a suspect by considering:
   (1) suspect's methods,
   (2) location, time, and type of crime,
   (3) other cases involving similar elements, and
   (4) prior cases involving the suspect.

b. Records similarities found in modus operandi (M.O.) for a suspect for distribution to other officers and agencies.

I.D.4.2. Analyze and Compare Incidents For Similarity of Modus Operandi (M.O.).

a. Evaluates all records from local files and other agencies to determine if there are similarities in modus operandi (M.O.) of incidents.

b. Records similarities found in modus operandi (M.O.) of incidents for distribution to other officers and agencies.

I.D.4.3. Utilize Department Records to Assist in Investigation.

a. Determines what records are necessary for investigation (e.g., fingerprints, mug shots, hot sheets, crime lab sheets, pawn sheets).

b. Evaluates records to determine if information is pertinent (e.g., determines if information fits circumstances of incident being investigated).

c. Compiles pertinent information from department records.

I.D.4.4. Review Crime Lab Reports to Guide an Investigation.

a. Reads crime lab report.

b. Evaluates information in crime lab report to determine if the results aid the investigation by:
   (1) establishing a suspect,
   (2) eliminating a suspect, or
   (3) strengthening the case.

c. Prepares supplementary report about crime lab results, if necessary.

I.D.4.5. Review Records and Pictures to Identify Suspects.

a. Identifies types of records to be reviewed in establishing the identity of suspects (e.g., local law enforcement records, records appropriate for the type of crime, officer's daily, traffic tickets).

b. Determines what the physical characteristics of suspects may be by searching records for persons with similar description and modus operandi (M.O.).

c. Uses cross-reference procedures to locate name (e.g., uses registration plates to locate name).

d. Uses fingerprint records to identify suspect if print is on file (e.g., uses information on card such as date of birth, address, scars, etc.).

e. Evaluates all information gathered to learn the identity of a suspect.

I.D.4.6. Organize and Conduct a Corporeal Lineup.

a. Determines when a lineup is appropriate by considering availability of witnesses and look-alikes.

b. Locates persons who have the same general physical characteristics as the suspect being investigated.

c. Ensures that an attorney is present during the lineup, if appropriate (refer to I.C.9.)

d. Conducts a lineup for witnesses following appropriate procedures:
   (1) presents entire group to one witness at a time;
   (2) refrains from leading witnesses in identification process; and
   (3) refrains from any type of verbal or nonverbal suggestive behavior.

e. Records information to preserve the evidentiary value of the lineup:
   (1) documents the identity of the persons in the lineup; and
   (2) documents the witness statements.

I.D.4.7. Organize and Conduct Photo Lineups.

a. Determines when a photo lineup is appropriate.

b. Locates pictures of subjects who have the same general physical characteristics as the suspect being investigated.

c. Presents photo lineup to witnesses following appropriate procedures:
   (1) presents entire group of pictures to one witness at a time; and
   (2) refrains from leading witnesses in identification process.

d. Preserves the evidentiary value of the photo lineup:
   (1) preserves the pictures used as evidence, and
   (2) documents witness statements.

e. Protects as evidence photo lineup pictures in the order of presentation.

I.D.4.8. Conduct a Show-up.

a. Identifies possible suspects at the scene of a crime by:
   (1) interviewing witnesses,
   (2) reviewing evidence, or
   (3) reviewing suspect's description.

b. Locates the suspect by radio communications with base station or other officers or searching the surrounding area.

c. Determines whether it is legal to conduct a show-up:
   (1) a limited period of time has elapsed since the crime was committed;
   (2) probable cause is absent that the suspect committed the crime; and
   (3) to eliminate innocent victims of circumstances from suspicion.

d. Transports the victim/witness to the suspect for viewing:
   (1) to eliminate a potentially innocent person from being a victim of circumstances; and
   (2) to minimize the level of governmental intrusion.

Module History

Revised July 2006

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: E. Court Functions and Civil Law

Module Title: 1. COURT FUNCTIONS AND CIVIL LAW

Hours: 4

Note to Instructor:

Must be taught by an attorney admitted to the Michigan Bar.

Module Objectives:

I.E.1.1. Demonstrate a Working Knowledge of Civil Law Necessary For Effective Functioning As a Law Enforcement Officer.

a. Distinguishes between civil law and criminal law including among other differences that:
   (1) criminal law is controlled by fundamental interests derived from the Constitution and Bill of Rights;
   (2) civil law is the adjudication of disputes among private parties; and
   (3) civil law is more of a truth seeking process.

b. Describes the following civil law terms and processes:
   (1) discovery;
   (2) interrogatories and their purposes;
   (3) depositions and their purpose;
   (4) summons (MCR 102); and
   (5) service of process (MCR 105).

I.E.1.1. Demonstrate a Working Knowledge of Civil Law Necessary For Effective Functioning As a Law Enforcement Officer. (continued)

c. Describes the concept of civil liability and how it affects an officer's ability to function in law enforcement including:
   (1) an officer's potential for civil liability (MCL 691.1407);
   (2) the consequences of a wrongdoing on the part of an officer;
   (3) the basic theories used to sue a police officer;
   (4) the concept of intentional tort;
   (5) the elements of negligence;
   (6) the civil rights actions possible under (42 USC 1983);
   (7) the concept of vicarious liability;
   (8) the primary source of Section 1983 actions; and
   (9) the relationship between management functions and the police officer for purposes of civil liability.

I.E.1.2. Demonstrate a Working Knowledge of the Court System at a Level Necessary For Effective Functioning As a Law Enforcement Officer.

a. Describes the organizational structure of both the federal and Michigan court systems and their relationships.

b. Identifies the jurisdiction of courts within Michigan, including:
   (1) the Circuit Court,
   (2) the District Court, and
   (3) the Family Division of the Circuit Court.

c. Describes the role of the judge in:
   (1) issuing warrants,
   (2) legal rulings,
   (3) fact finding, and
   (4) presiding at trial.

d. Describes the role of the jury as a finder of fact.

e. Describes the role of the defense attorney as a defender of the accused.

f. Describes the role of the District Court magistrate as defined by the revised Judicature Act.

I.E.1.3. Demonstrate a Working Knowledge of Legal Terms and Issues Related to the Court System at a Level Necessary For Effective Functioning as a Law Enforcement Officer.

a. Defines the following terms:
(1) jurisdiction;
(2) venue;
(3) information and belief;
(4) complaint and warrant;
(5) indictment;
(6) arraignment and its purpose;
(7) preliminary hearing, its purpose and the elements to be shown at the hearing;
(8) pretrial motions;
(9) motion in limine;
(10) voir dire examination;
(11) challenges for cause; and
(12) double jeopardy.

I.E.1.4. Demonstrate a Working Knowledge of Legal Processes of the Court at a Level Necessary for Effective Functioning as a Law Enforcement Officer.

a. Identifies and describes legal processes including:
(1) when jeopardy attaches at a jury trial;
(2) when jeopardy attaches at a non-jury trial;
(3) the burden of proof in a criminal proceeding;
(4) the burden of proof in pre-trial motions;
(5) who has the burden of going forward with the proofs;
(6) the appeal process in the federal courts;
(7) the appeal process in the state court system;
(8) the pretrial sentence investigation;
(9) sentencing requirements of the court;
(10) the necessity for bond and the court rules regarding bonds;
(11) pleas and the process of plea bargaining;
(12) a showup and how it relates to in-court identification procedures;
(13) a lineup and how it relates to in court identification procedures; and
(14) the inherent dangers of courtroom identification.

Module History:
Revised 04/07

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: F. Crime Scene Process

Module Title: 1. CRIME SCENE SEARCH

Hours: 6

Notes to Instructor:

Review search warrant requirements

Impress upon trainees the delicate nature of physical evidence and laboratory capabilities if evidence is located.

Discuss medical implications of contagious diseases for the crime scene investigator.

Module Objectives:

I.F.1.1. Plan Strategy For a Search.

a. Defines the scope of the search by evaluating:
   (1) the size, type, and difficulty of the area to be searched;
   (2) the nature of the evidence to be searched for; and
   (3) the seriousness of the crime.

b. Evaluates the types of assistance and equipment available including:
   (1) the number of personnel;
   (2) the expertise of personnel (e.g., arson investigators, bomb technicians, narcotics investigators, canine team, etc.);
   (3) the type of equipment (e.g., helicopters, four wheel drive vehicles, metal detectors, etc.).

I.F.1.1. Plan Strategy For a Search. (continued)

c. Determines the appropriate search method based upon available personnel, equipment, and physical characteristics of the area to be searched, including:
   (1) spiral;
   (2) grid; or
   (3) quadrant.

d. Conducts a briefing describing:
   (1) facts relating to the crime and crime scene; and
   (2) officers' assignments for the search.

I.F.1.2. Search a Crime Scene For Physical Evidence.

a. Searches crime scene systematically using proper technique for the type of evidence that may be present at the scene.

b. Examines potential evidence and personal property from crime scene to determine its relationship to the crime and its evidentiary value.

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: F. Crime Scene Process

Module Title: 2. RECORDING THE CRIME SCENE

Hours: 4

Notes to Instructor:

Point out importance of familiarization with the trainees' departmental photographic equipment upon returning to agency.

Refer to evidence section regarding admissibility of photographs/sketches.

Emphasize the usefulness of photographing the crime scene as an investigative tool, not the mechanics of taking photographs.

Module Objectives:

I.F.2.1. Diagram Location of Physical Evidence at Crime Scene.

a. Prepares rough sketch of crime scene which includes:
   (1) dimensions of room/crime scene;
   (2) locations of evidence and objects;
   (3) measurements from reference points.

b. Identifies evidence, objects, and locations in the crime scene sketch with legend, code, or index.

c. Prepares finished diagram of crime scene (scale or non-scale) which includes measurements and identifies evidence, objects, and locations with a legend, code, or index.

I.F.2.1. Diagram Location of Physical Evidence at Crime Scene.(continued)

d. Identifies sketch and finished diagram for evidentiary purposes, noting:
   (1) time and date of sketch;
   (2) complaint number;
   (3) name of preparer and measurer.

I.F.2.2. Process a Diagram of a Crime Scene as Evidence.

a. Handles crime scene sketch as evidence:
   (1) notes the date, time and location;
   (2) identifies the person making the sketch;
   (3) marks the sketch with a personal identifier (e.g., initials); and
   (4) tags it as evidence.

b. Records in the police report location of physical evidence at crime scene by means of notes, measurements, and/or photographs.

I.F.2.3. Photograph Crime Scenes.

a. Selects proper equipment and materials to photograph crime scene (e.g., flash equipment, color vs. black and white film).

b. Photographs exact location of crime scene (e.g., house number, street signs at intersection).

c. Photographs general exterior (perimeter) and general interior (inner perimeter) of crime scene.

d. Photographs specifics of crime (e.g., evidence, victims, etc.).

e. Logs the sequence of pictures taken at crime scene.

I.F.2.3. Photograph Crime Scenes. (continued)

f. Handles film of photographs taken at crime scene as evidence:
   (1) notes the date, time and location;
   (2) identifies the person taking the photograph;
   (3) tags film as evidence; and
   (4) maintains chain of custody.

g. Records in police report that photographs were taken.

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: F. Crime Scene Process

Module Title: 3. COLLECTION & PRESERVATION OF EVIDENCE

Hours: 8

Notes to Instructor:

MCOLES encourages using problem-based learning techniques and simulated crime scene scenarios to deliver the Collection and Preservation of Evidence training. Using a mock crime scene with various types of evidence (e.g., impressions, latent prints, digital media, electronic devices, etc.) is recommended.

Module Objectives:

I.F.3.1. Collect Information and Evidence at Scene of a Preliminary Investigation.

a. Gathers information leading to the identification of complainant, suspect(s), witnesses, and any other related investigative facts (e.g., who, what, why, where, when, how).

b. Interviews complainant and/or witnesses to obtain additional information (e.g., suspect's name, nature of the crime, etc.).

c. Collects and records any evidence related to the crime.

I.F.3.2. Collect Evidence and Personal Property From a Crime Scene.

a. Uses appropriate techniques for collecting evidence and personal property from crime scene in conformance with the following principles:
   (1) protects the crime scene to prevent the destruction of evidence;
   (2) searches crime scene systematically to locate evidence;
   (3) identifies potential evidence;
   (4) records location of evidence before collection (e.g., crime scene diagram, photograph, videotape, etc.);
   (5) collects evidence without destroying or contaminating it; and
   (6) preserves evidence for analysis and courtroom presentation.

b. Secures evidence according to department policy.

I.F.3.3. Cast Impressions.

a. Evaluates impressions at crime scene for evidentiary value (e.g., checks for cut in tire, wear spot on shoe, tire track pattern, pattern of shoe sole, tool marks, etc.).

b. Protects the impression to be cast.

I.F.3.4. Locate and Evaluate Latent Fingerprints.

a. Identifies the type of objects that can be dusted for prints (e.g., smooth, clean surfaces).

b. Examines prints for any ridge structure.

I.F.3.5. Secure Digital Media Evidence.

a. Defines digital media as any electronic technology or device potentially capable of storing information in a binary or virtual manner.

b. Identifies various types of digital media as:
(1) computer systems, components, and access control devices;
(2) telephones, cellular phones, answering machines, digital cameras, handheld devices, gaming box devices, and MP3 players;
(3) hard drives, memory cards, modems, thumb drives, routers, hubs, and network components;
(4) pagers, printers, scanners, and removable storage devices;
(5) miscellaneous electronic items (e.g., copiers, credit card skimmers, digital watches, facsimile machines, global positioning systems, iPods, etc.);
(6) CD's, DVD's, magnetic tape, and removable disks; and easily concealed in non-typical USB devises.

c. Considers the sensitive nature and evidentiary value of digital media by recognizing that it:
(1) is often hidden (latent) in the same sense as fingerprints or DNA;
(2) can transcend borders with ease and speed;
(3) is fragile and can be easily altered, damaged, or destroyed;
(4) is sometimes time-sensitive; and
(5) could contain evidence of a crime (e.g., child porn, I.D. theft, etc.).

d. Recognizes the technical capabilities of digital devices, including:
(1) direct access, both active and passive (e.g., wireless, infrared, etc.);
(2) remote access; and
(3) system/network connections.

I.F.3.5. Secure Digital Media Evidence. (continued)

e. Takes the proper steps to secure digital media as potential evidence by:
   (1) considering the presence of digital photographs and data prior to disabling connections;
   (2) documenting, photographing and/or video recording the computer configuration and all connections prior to disabling;
   (3) labeling cables before disabling connections and peripheral devices;
   (4) documenting which programs are running (if computer is active);
   (5) shutting down equipment (using proper shut down procedure per operating system);
   (6) considering the fragile nature of digital evidence; and
   (7) sending power cords and/or power charging devices with certain electronic devices (laptops, cell phones, x-boxes, PDA's, etc.) to forensic lab (this does not apply to desktop type computers, printers,, monitors, etc.).

f. Transports and stores digital media evidence by considering:
   (1) temperature and humidity;
   (2) physical shock;
   (3) static electricity and magnetic sources; and
   (4) placing cell phones in "Faraday bag" or other protective covering to block incoming signals.

Note to Instructor:

Although I.F.3.5. is intended for the first responder (i.e., patrol officer) and not evidence technicians or computer experts, MCOLES designed this material to be taught by an instructor with basic expertise in digital media evidence. First responders should be familiar with department policy, as well as state and federal laws that regulate the seizing of electronic devices. The improper access of data stored in electronic devices may violate provisions of certain Federal laws, including the Electronic Communications Privacy Act. Legal instructors familiar with digital media should address these issues during the appropriate legal blocks of instruction under *Substantive Criminal Law* and *Criminal Procedure*. The legal instruction should also cover relevant case law, consent search issues and the specific language of search warrants as it relates to digital media.

The U.S. Department of Justice published a resource guide for first responders entitled "Electronic Crime Scene Investigation." This document contains relevant information and lists many useful references, organizations, and training resources in the appendices. This document is available at site: http://www.ncjrs.org/pdffiles1/nij/187736.pdf . The Federal Trade Commission also maintains a web site regarding Identity Theft and related issues at http://www.ftc.gov/bcp/edu/microsites/idtheft/index.html .

I.F.3.6. Tag Evidence and Confiscated Property.

a. Determines where to mark evidence or confiscated property by considering:
(1) how to preserve its value as evidence, and
(2) how to protect the article's value to owner.

b. Places identifying marks on evidence or confiscated property, if possible, which may include:
(1) complaint number,
(2) officer initials, and
(3) date.

c. Completes evidence tag by recording all pertinent information about the evidence or confiscated property.

I.F.3.7. Package Evidence and Personal Property.

a. Determines how to package evidence and personal property by considering physical characteristics of the evidence or personal property.

b. Places evidence and personal property in the appropriate container to secure and protect it (e.g., envelope, box, wrapping paper, packet, etc.).

c. Determines proper preservation techniques for evidence and personal property (e.g., refrigerating it, drying it, etc.).

I.F.3.8. Transport Evidence and Property.

a. Handles evidence and property in such a way as to preserve and secure it while being transported (e.g., not placing firearm in plastic bag).

b. Documents chain of custody of evidence by recording where the evidence or property is transported, who transported it, etc.

I.F.3.9. Document the Chain of Custody For Evidence.

a. Documents chain of custody of evidence by recording the following information about the evidence:
(1) description,
(2) dates,
(3) times,
(4) location,
(5) name of recovering officer, and
(6) where transported and stored.

b. Documents the deposit, removal, or return of evidence on appropriate forms.

I.F.3.10. Witness Autopsies.

a. Verifies identity of body of deceased upon which the autopsy is to be performed.

b. Collects evidence from the body of the deceased which will assist in the investigation (e.g., photograph fingerprints, obtain nail scrapings, collect clothing, etc.).

c. Takes custody of evidence collected by the pathologist during the autopsy.

d. Records (in field notes) facts contributing to death, as determined by the pathologist during the autopsy.

Module History

Revised 01/10

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: F. Crime Scene Process

Module Title: 4. PROCESSING PROPERTY

Hours: 2

Note to Instructor:

Stress need for trainees to familiarize themselves with their agency's record keeping system.

Module Objectives:

I.F.4.1. Process Impounded Property.

a. Determines whether the circumstances warrant impounding property based on seriousness of offense and nature of property (e.g., can it be destroyed, altered, moved).

b. Takes custody of property to be impounded.

c. Documents all property that has been impounded.

d. Determines status of property that has been impounded (e.g., stolen property, evidence in safekeeping).

e. Determines final disposition of impounded property based on legal requirements:
   (1) rightful owner identified and property returned; or
   (2) property is contraband and must be destroyed; or
   (3) no owner identified and property is disposed of (e.g., auction, destruction).

I.F.4.2. Determine if Recovered Property is Linked With a Previous Crime.

a. Checks local sources (e.g., police reports, information from detectives).

b. Teletypes from other jurisdictions (e.g., checks crimes and modus operandi).

c. Investigates other possible leads (e.g., compares descriptions of property to determine if they are similar, talks to witnesses).

I.F.4.3. Trace Stolen Goods.

a. Locates serial numbers and/or other identifying numbers on stolen goods (e.g., driver's license number).

b. Checks local files to determine if items similar to the item being traced have been reported stolen.

c. Checks whether item is reported stolen on LEIN.

d. Prepares an information sheet to notify other law enforcement agencies of recovered property.

e. Contacts owner or reporting agency to have item identified.

f. Completes all necessary papers (e.g., release forms, supplementary report, etc.).

I.F.4.4. Recover and Inventory Stolen Property.

a. Describes recovered stolen property by recording:
   (1) where the property was recovered,
   (2) the estimated value of the property,
   (3) what the property is,
   (4) when it was recovered, and
   (5) who recovered it.

b. Handles stolen property as evidence after it has been inventoried.

c. Notifies proper authority of disposition of stolen property.

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: G. Special Investigation

Module Title: 1. CHILD ABUSE AND NEGLECT INVESTIGATION

Hours: 3

Notes to Instructor:

Review the Child Protection Laws, specifically MCL 722.628 sec. 8, para (4) (6), and the Forensic Interviewing Protocol.

Module Objectives:

I.G.1.1. Demonstrate an Understanding of the Provisions of the Child Protection Law.

a. Describes the responsibilities of a law enforcement officer for:
   (1) reporting suspected cases of child abuse and neglect to the Department of Human Services including immediate verbal notification and follow-up by filing of form DHS-3200.
   (2) acting as an investigative resource for the Department of Human Services.

b. Describes the role of Protective Services of the Department of Human Services.

c. Describes the role of medical personnel.

d. Describes the penalties (in general terms) for non-compliance with the law. (MCL 722.633).

I.G.1.2. Recognize Suspected Cases of Child Abuse While Responding to Complaints Related to and Not Related to Child Abuse.

a. Describes indicators of physical child abuse (e.g., bruises, welts, lacerations, abrasions, and burns).

b. Describes indicators of physical child neglect (e.g., inadequate clothing, food, housing, and parental supervision).

c. Describes indicators of sexual abuse or criminal sexual conduct (e.g., incest, molestation, pornography).

d. Describes indicators of emotional abuse or lack of emotional attention, (failure to thrive syndrome, e.g., lags behind in physical development, progressive wasting away).

I.G.1.3. Investigate Cases of Suspected Child Abuse or Neglect

a. Talks to witnesses/victims in cases of suspected child abuse:
   (1) notes the attitudes of parent/guardian toward the child;
   (2) talks to and examines the victim separate from potential suspect (MCL 722.628c);
   (3) records statements made by the victim and suspects;
   (4) compares the explanation of the parents/guardian with the actual injury to the victim;
   (5) interviews all other parties involved;
   (6) interviews victim in accordance with the local prosecutor's child abuse and neglect investigation and interview protocol.

b. Takes child into protective custody:
   (1) when the conditions or surroundings under which the child is found are such as to endanger the child's health, morals, or welfare (MCL 712A.14, MCR 5.963); and/or
   (2) for purposes of an exam and medical evaluation (MCL 722.626); and/or
   (3) pursuant to Michigan's Safe Delivery of Newborns Law (MCL 712.1-5).

c. Photographs, or causes to have photographed, the setting and the victim.

d. Records proper information related to the case:
   (1) identifies witnesses;
   (2) records the dates and times of suspected abuse;
   (3) records the dates and times that persons are notified;
   (4) records the date and time of notification of the DHS;
   (5) records the instruments or implements used in the crime; and
   (6) obtains a physician's report for evidence.

e. Makes an oral report immediately to the Department of Human Services, by telephone or otherwise, when reasonable cause of child abuse or neglect exists (MCL 722.623).

f. Assists in the prosecution of the case per local procedures, if appropriate.

Module History

Revised 9/01
Revised 4/05

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: G. Special Investigation

Module Title: 2. SEXUAL ASSAULT INVESTIGATION

Hours: 3

Module Objectives:

I.G.2.1. Demonstrate a Working Knowledge of the Criminal Sexual Conduct Laws.

a. Defines sexual assault as a wide range of forced or non-consensual sexual acts, characterized by lack of consent, or an inability to consent, and by:
   (1) force or coercion;
   (2) penetration or contact;
   (3) manipulation or intimidation, which includes:
      (a) marital rape;
      (b) intimate partner rape; or
      (c) victimization of males, females, and persons of all sexual orientations.

b. Identifies the elements of Michigan's Criminal Sexual Conduct Act, which contain a range of conditions and misconduct (MCL 750.520a-g):
   (1) definitions (e.g., sexual penetration, sexual contact, victim, etc.);
   (2) first degree criminal sexual conduct, a felony, which includes forced or coerced sexual penetration, including rape;
   (3) second degree criminal sexual conduct, a felony, which includes forced or coerced sexual contact;
   (4) third degree criminal sexual conduct, a felony, which includes forced or coerced sexual penetration, including incest;
   (5) fourth degree criminal sexual conduct, a misdemeanor, which includes forced or coerced sexual contact; and
   (6) assault with intent to commit criminal sexual conduct (incomplete acts), a felony.

c. Determines that the lack of voluntary *consent* is an essential element of sexual assault and that a victim's compliance does not mean there was consent (resistance is not an element of sexual assault and surrender is not consent).

I.G.2.2. Demonstrate an Understanding of the Dynamics of Sexual Assault.

a. Considers an *offender-focused* response by recognizing that offenders:
   (1) are most likely to be repeat or serial offenders;
   (2) select opportunities for victimization (most sexual assaults are planned);
   (3) use strategies that create victim vulnerability and accessibility;
   (4) use coercion to complete the assault;
   (5) target those who are less likely to be believed or create situations that diminish victim credibility; or
   (6) target victims known to them.

b. Considers a *victim-centered* approach by recognizing that emotional reactions to trauma will vary and even seem counterintuitive, but may include:
   (1) anger;
   (2) embarrassment;
   (3) guilt or denial;
   (4) shame or self-blame;
   (5) fear; or
   (6) numbness.

c. Recognizes that the victim's emotional reactions to trauma may result in:
   (1) difficulty in reporting facts logically and in sequence;
   (2) denial or rationalization of the sexual assault;
   (3) difficulty in making a decision;
   (4) a reluctance to talk about the crime;
   (5) a delay in reporting the crime;
   (6) forgetting specific facts or details; or
   (7) depression or mood swings.

Notes to Instructor

By knowing the dynamics of sexual assault officers will be better equipped to identify an appropriate strategy for questioning, locate relevant evidence, and conduct a thorough investigation. During training, be sure to address vulnerability, accessibility, and believability. Offenders want to place potential victims in vulnerable situations, often through the use of alcohol, and will select victims who are less apt to be believed by authorities. Alcohol is the most frequently used substance, although other substances like GHB, Rohypnol, or prescription medication may also be used. Offenders also seek ways to gain access to victims.

During the sexual assault training, be sure to address stereotyping and misconceptions. For example, the public believes that victims should be out of control, hysterical, extremely emotional, and should report the assault immediately to law enforcement. Often, these beliefs are based on unrealistic depictions on television and in the movies. Such myths may be held by responding officers as well, which may negatively influence the quality of their investigation.

I.G.2.3. Respond to a Complaint of Sexual Assault.

a. Responds immediately to the scene, but recognizes that reports of sexual assaults are usually not crimes "in-progress" and that the victimization probably occurred prior to the call to law enforcement.

b. Assesses the situation safely and formulates response strategies by:
   (1) identifying the nature of the call before deciding which response will be the most effective (in-progress call, delayed reporting, etc.);
   (2) obtaining relevant information en route from dispatchers (e.g., physical injuries, presence of weapons, suspect at scene, etc.);
   (3) determining if immediate medical attention is needed;
   (4) evaluating accurately victim behaviors and reactions; and
   (5) recognizing how an officer's non-verbal cues can affect the initial response (e.g., body language, facial expressions, etc.).

c. Manages the investigation by determining the need to:
   (1) locate and detain corroborating witnesses;
   (2) obtain a search warrant;
   (3) locate and interview the suspect (the suspect may be a source of evidence):
   (4) request additional resources, assistance, or back-up units;
   (5) notify crime scene technicians or investigators; and
   (6) arrange for a medical examination by a medical professional (SANE, e.g.).

d. Uses a victim-centered response by:
   (1) understanding the range of reactions to trauma;
   (2) giving power and control back to the victim (e.g., explaining options, giving choices, respecting choices, etc.);
   (3) suggesting the involvement of an advocate; and
   (4) recognizing the advantages to providing SANE services to the victim.

Notes to Instructor:

Often, responding officers may not observe physical injuries. The sexual assault itself is an injury and victims fear for their lives. If a victim is a child, refer to state procedures for the proper investigative protocols and Michigan Child Protection Law. See Module I.G.1.

Officers must avoid an approach that may create a "cycle of mistrust." Mistrust may occur if an officer approaches the case with skepticism, the victim senses this doubt, and becomes defensive. This, in turn, may cause the officer to be even more frustrated during the interview and believe that the report is a waste of time.

In court, the offender's attorney will want to convince the judge or jury that the victim did not behave like a "real" victim and will play on the general public's misconceptions and stereotypes. They may argue that the behaviors displayed by the victim are counter-intuitive and therefore should not be believed.

I.G.2.4. Investigate a Complaint of Sexual Assault.

a. Recognizes the need to conduct a thorough investigation of every sexual assault incident and to locate, identify, and document all relevant evidence.

b. Prepares an appropriate strategy for the initial questioning of the victim by:
(1) maintaining honesty, patience, and understanding;
(2) treating the victim with dignity and respect (no victim blaming);
(3) spending extra time to open lines of communication;
(4) asking direct, open-ended questions and remaining impartial;
(5) offering choices so the victim can make decisions; and
(6) evaluating information to determine the elements of a crime.

c. Interviews the victim of a sexual assault at an appropriate (private) location and allows time for the initial trauma to subside:
(1) puts the victim at ease and encourages a conversational interview by:
(a) exercising patience and sensitivity (open-ended listening);
(b) establishing rapport and trust, but making no promises;
(c) using plain language and explaining the purpose of the interview;
(d) believing what the victim is saying; and
(e) allowing the victim to select who will be present during the interview;
(2) asks open-ended questions to obtain basic information and to identify:
(a) the elements of the offense (what specific acts took place);
(b) where the assault took place (crime scene);
(c) where evidence or potential evidence may be located;
(d) if force or the threat of force was used by the offender;
(e) if a weapon was involved;
(f) a description of the offender and any statements made during the crime;
(g) the nature of the assault from the victim's point of view;
(3) provides information and assistance about support services (e.g., victim advocacy); and
(4) plans for follow-up interviews, as necessary.

d. Takes photographs and/or collects physical evidence, including evidence:
(1) from the scene itself (e.g., hair, fingerprints, debris, weapons, etc.);
(2) contained in bedding, clothing, towels, carpets, etc.;
(3) that may have been taken from the scene by the perpetrator;
(4) of physical injuries;
(5) from the victim's body (collected by medical professionals); and
(6) from the suspect (biological, physical, etc.).

I.G.2.4. Investigate a Complaint of Sexual Assault. (continued)

e. Considers the standards, protocols, and timing regarding a forensic examination and the collection of evidence by trained medical professionals (sexual assault evidence kit, MCL 333.21527(1)-(3)), including potential toxicology exams.

f. Prepares for the suspect interview by:
(1) considering the legal authority to detain and question (e.g., Miranda);
(2) selecting an appropriate location (usually non-custodial);
(3) obtaining corroborative statements from witnesses, if possible;
(4) recognizing that the suspect will often insist the act was consensual;
(5) recognizing that suspects may know the victim and will not be interested in hiding their involvement;
(6) observing body language and reactions to questioning;
(7) obtaining partial admissions, then re-affirming and expanding; and
(8) considering audio-taping or video-taping the interview, when possible.

g. Questions the suspect as part of the sexual assault investigation:
(1) at the outset, build rapport with the suspect;
(2) obtain relevant background information on the suspect;
(3) determine the relationship between the victim and suspect;
(4) obtain provable lies or implausible accounts of the incident;
(5) use the suspect's rationalizations to formulate the direction of the questioning;
(6) allow the suspect to make an uninterrupted statement (admission);
(7) confront the suspect directly and obtain details;

h. Gathers information so a thorough sexual assault report can be written:
(1) documents the sexual assault;
(2) uses the victim's own words or terms for the assault and contact;
(3) uses accurate anatomical terminology;
(4) writes impartially and objectively; and
(5) avoids police jargon, but includes direct quotes.

Notes to Instructor:

It is not necessary to report the incident to law enforcement in order to obtain a forensic examination by a medical professional. The primary purpose of the medical examination is to diagnose and treat the victim.

Handling calls involving sexual victimization can be complex and problematic for responding officers, calling on their ability to make appropriate decisions and to properly solve problems at the scene. A thorough knowledge of the legal authority surrounding such incidents is essential. Sexual assault victims deserve to be treated with dignity and officers must not act outside the bounds of legal authority or violate settled constitutional principles.

Although there are commonalities in the response to sexual assaults, there may be departmental differences based on agency policies and procedures, organizational culture, and agency best practices. Some departments may have sexual assault or violent crimes investigators who specialize in these types of investigations. In other agencies, the responding officers may participate in all phases of the case.

All too often, sexual assault victims feel that they are not believed. Use real-life situations to illustrate how important this concept is from an enforcement perspective. Emphasize the necessity to conduct a thorough investigation.

Sexual assault investigations can sometimes uncover sexual exploitation and/or clues of human trafficking. Recruits should be aware of the National Human Trafficking Resource Center, which is open 24 hours a day and can be reached at (888) 373-7888.

I.G.2.5. Demonstrate an Understanding of a Sexual Assault Personal Protection Order.

a. Describes a sexual assault Personal Protection Order (PPO) as a court order that restrains an individual from engaging in stalking, aggravated stalking, or unlawfully posting messages on the internet (cyberstalking). (See MCL 750.411s).

b. Recognizes that a sexual assault PPO (MCL 600.2950a(2)(a)) may be issued if the respondent:
(1) had been convicted of committing a sexual assault against the petitioner, or
(2) for furnishing obscene material to a minor petitioner (MCL 750.142).

c. Recognizes that a sexual assault PPO (MCL 600.2950a(2)(b)) may be issued if the petitioner had been:
(1) subjected to a sexual assault by the respondent;
(2) threatened with a sexual assault by the respondent; or
(3) placed in reasonable apprehension of a sexual assault by the respondent.

d. Determines that the procedures for obtaining a sexual assault PPO are substantially similar to those for obtaining other PPOs (see objectives I.H.2.7. and I.H.2.8.).

e. Considers that Michigan's rape shield law (MCL 750.520j) apply in sexual assault PPO proceedings to protect victims of sexual assault from irrelevant and unwarranted intrusions into their sexual history.

Module History

Revised	July 2004
Revised	July 2006
Revised	Dec 2010
Revised	Mar 2011

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: G. Special Investigation

Module Title: 3. NARCOTICS AND DANGEROUS DRUGS

Hours: 2

Note to Instructor:

Review relevant provisions of Controlled Substances Act as taught in Criminal Law.

Module Objectives:

I.G.3.1. Demonstrate a Working Knowledge of the Controlled Substances Provisions of the Public Health Code.

a. Identifies the provisions related to controlled substances in the Public Health Code, relevant to the functioning of a working patrol officer. (MCL 333.7101 et seq.; MSA 14.15 (7101) et seq.)

I.G.3.2. Investigate Violations of the Controlled Substances Provisions of the Public Health Code Commonly Encountered by the Working Patrol Officer.

a. Recognizes commonly abused drugs.

b. Recognizes the behavior commonly associated with drug abusers and traffickers.

c. Recognizes evidence of a violation of the Act when it is seen (e.g., recognizes a "street deal" in progress).

d. Collects evidence of a violation including collecting physical evidence; identifying and/or interviewing witnesses; and identifying suspects.

e. Determines if probable cause exists to affect an arrest or conduct a search.

f. Relates relevant information regarding violations of the Act to investigators if follow-up is warranted.

Functional Area: I. Investigation

Subject Area: H. Investigation of Domestic Violence

Module Title: 1. NATURE AND PREVALENCE OF DOMESTIC VIOLENCE

Hours: 3.

Notes to Instructor:

This material is designed to be taught by an instructor with expertise in the nature and prevalence of domestic violence. Completion of an MCOLES-approved instructor training course in domestic violence is recommended. The *Michigan Law Enforcement Response to Domestic Violence: Officer Manual* shall be the primary resource for the Domestic Violence Modules.

A list of individuals who have completed the MCOLES instructor training and statewide domestic violence programs are available through MCOLES.

Module Objectives start on next page:

I.H.1.1. Demonstrate an Understanding of the Historical Context and Changes in Society's Understanding of Domestic Violence.

a. Describes the changes surrounding society's understanding of and response to domestic violence.

b. Describes how domestic violence affects the entire community:
   (1) family, co-workers, friends, children and even neighbors of the victim are often hurt or killed by the assailant;
   (2) children suffer physical, psychological, emotional and behavioral trauma from living in a battering environment;
   (3) medical costs, work loss and public safety costs are significant; and
   (4) without intervention, children learn that violence is an acceptable way to solve problems and violence remains a continuing community safety problem.

c. Describes the role of a domestic violence service program in a coordinated community response:
   (1) provides shelter to victims;
   (2) provides support and legal advocacy for victims;
   (3) provides services to children;
   (4) some programs provide counseling services to assailants; and
   (5) to assist victims to develop safety plans for themselves and their children.

Notes to Instructor:

It is important to emphasize that domestic violence is really a *cycle* of violence. The dynamics are such that the relationship may get better at times but then become violent at times. Officers are typically called to the scene during times of eruption, but from the victim's perspective he or she may be conscious of better times. The batterer may seem different at times, almost nice, which makes domestic violence situations particularly harmful and insidious in subtle ways. Moreover, when the victim actually decides to leave or end the relationship, the batterer often becomes unwilling to let go. Domestic violence situations are constantly in flux and what officers observe at the scene may not be what happens all the time in the relationship.

I.H.1.2. Demonstrate an Understanding of the Nature of Domestic Violence.

a. Recognizes that domestic violence is not limited to any race, sexual orientation, age, socioeconomic class, educational level or occupation.

b. Describes domestic violence as a pattern of learned behavior which occurs over time that:
   (1) is used by assailants to get victims to do what the assailants want;
   (2) includes a variety of abusive and criminal behavior;
   (3) includes the use of violence and/or the threat of violence;
   (4) often increases in severity and frequency over time; and
   (5) can ultimately end in homicide.

c. Recognizes that domestic violence is not:
   (1) just an argument or disagreement between partners;
   (2) a problem that can be worked out by talking;
   (3) a minor or isolated incident; or
   (4) caused by drugs or alcohol.

Notes to Instructor:

Domestic violence is characterized by power and control, rather than anger. Through power and control, the batterer will isolate the victim, cause physical harm, keep the victim from work, and engage in a variety of behaviors to control the relationship. The most dangerous time in such relationships, therefore, is when the victim wants to leave. The batterer perceives this as a loss of power and control.

I.H.1.3. Demonstrate an Understanding of the Behaviors Used by Domestic Violence Assailants.

a. Describes some of the types of criminal behavior used by assailants:
   (1) physical abuse (e.g., hitting, pushing, shoving, kicking, strangulation, use of a weapon, etc.);
   (2) sexual abuse (e.g., forces sex on the victim, physically attacks body parts, rapes the victim in front of the children);
   (3) threats of violence (e.g., against victim, children, family, friends, etc.);
   (4) stalking (e.g., following, calling, appearing at victim's home or place of work, etc. (may also include threats));
   (5) kidnapping;
   (6) destruction of property; and
   (7) injuring or killing pets.

b. Describes other types of abusive behavior the assailant may use:
   (1) emotional abuse (e.g., humiliation, manipulation through lies and mind-games, criticism, name calling, etc.);
   (2) economic abuse (e.g., keeps the victim from working, controls the finances, makes the victim ask for grocery money, etc.);
   (3) children used as pawns (e.g., threatens violence against the children, visitation used to harass or keep track of the victim, etc.);
   (4) intimidation to instill fear through looks, gestures and actions (e.g., smashing objects, destroying property, placing self between victim and an escape route, etc.);
   (5) isolation of the victim by controlling who the victim sees and talks to, belittling the victim's family and friends;
   (6) threats to commit suicide and leave the victim responsible for the suicide;
   (7) repeated threats to engage in the above behaviors; and
   (8) minimizing and/or denying abusive behavior.

I.H.1.4. Demonstrate an Understanding of Assailant Behavior Officers Might Encounter at the Domestic Violence Scene.

a. Describes how assailants may present themselves to officers by:
   (1) attempting to rationalize their violent behavior by:
      (a) portraying the victim as "hysterical," alcoholic, mentally ill or otherwise needing to be physically restrained;
      (b) complaining that they are the real victims in the family; or
      (c) stating that the victim is destroying the family and the assailant is only trying to keep the family together;
   (2) denying or minimizing the violence when confronted with evidence of their violent behavior by:
      (a) making statements such as the victim "bruises easily," or there was "just a little pushing" and no real violence;
      (b) stating that there was an argument but "it was nothing and everything is fine now";
   (3) blaming the victim for the violence by stating that the victim became physical, but not giving a complete description of events that may include:
      (a) the assailant was attempting to intimidate the victim by breaking objects, pounding walls or threatening injury to children, family, friends or pets;
      (b) the assailant was physically blocking the victim's means of escape; or
      (c) the assailant was attempting to force sex on the victim;
   (4) making complaints to the police against the victim in an attempt to counter any complaint the victim may have made in response to the assailant's violence;
   (5) appearing to be calm, non-combative and cooperative; or
   (6) attempting to draw officers in by making statements such as "what would you do", or "you know how it is."

b. Describes strategies used by the assailant to intimidate the victim to not participate, and to interfere with investigation and prosecution, such as:
   (1) calling the police requesting information on the victim's location;
   (2) attempting to file false police reports if the victim has left (e.g., missing person, stolen car, kidnapping, etc.);
   (3) attempting to prosecute the victim;
   (4) attempting to prevent the victim from following through with a case (e.g., threatens or begs the victim to drop charges promising to change, etc.);

I.H.1.4. Demonstrate an Understanding of Assailant Behavior Officers Might Encounter at the Domestic Violence Scene. (continued)

(5) using a variety of strategies to delay court hearings and increase the victim's financial hardship (e.g., changes lawyers, asks for continuances, etc.);
(6) giving the victim erroneous information about the criminal justice system to create confusion or prevent the victim from acting (e.g., withholds court notices or gives victim wrong appearance information, etc.); and
(7) making reports to Children's Protective Services alleging that the victim is neglecting or abusing the children.

I.H.1.5. Demonstrate an Understanding of Victim Behaviors Officers Might Encounter at the Scene of Domestic Violence.

a. Describes behaviors common to victims of violence or trauma:
   (1) acts panicked or excited;
   (2) shuts down or fails to respond; or
   (3) believes that things will just somehow work out.

b. Describes behaviors domestic violence victims may display at the scene:
   (1) minimizes or denies the violence;
   (2) rationalizes the assailant's behavior to attempt to justify it;
   (3) is reluctant to discuss specifically what happened, especially if the assailant is at the scene;
   (4) asks police to leave;
   (5) asks police not to make an arrest;
   (6) tries to protect assailant from the police;
   (7) does not want the assailant prosecuted; or
   (8) expresses anger.

c. Describes some of the circumstances in victims' lives that may explain at-scene behavior:
   (1) victims are frequently isolated as a result of the assailant's control over
      (a) activities;
      (b) friends; or
      (c) contact with family;
   (2) victims often must focus on the assailant's whereabouts for self-protection, using survival techniques on a daily basis;
   (3) victims may believe that the violence can be controlled by:
      (a) observing and attempting to predict the assailant's behavior;
      (b) changing their own behavior; or
      (c) putting the assailant's needs and desires first;
   (4) victims may blame themselves since:
      (a) assailants tell victims it is their fault;
      (b) victims believe they should be able to control the assailant's behavior by changing their own behavior; or
      (c) victims may be unable to believe that someone who says they love them would inflict abuse; and
   (5) victims become frustrated because no matter what they do they cannot end the violence.

I.H.1.5. Demonstrate an Understanding of Victim Behaviors Officers Might Encounter at the Scene of Domestic Violence. (continued)

(6) as a coping strategy, victims may rationalize the assaultive behavior and may attribute the behavior to:
- (a) substance abuse,
- (b) job stress,
- (c) mental illness, or
- (d) other stresses.

I.H.1.6. Demonstrate an Understanding of the Consequences Victims May Face as They Consider Leaving the Assailants.

a. Describes how victims are at greatest risk when leaving or when the assailant believes the victim is leaving:
   (1) the risk of homicide increases after separation;
   (2) victims legitimately fear retaliation against themselves, children and other family members and friends; and
   (3) victims may feel safer staying since they can then keep track of the assailant.

b. Describes how leaving, like other major life changes, is a process, with barriers for victims that may include:
   (1) fear;
   (2) feeling they cannot make it on their own;
   (3) a financial inability to leave and care for themselves and children;
   (4) pressure by family, friends, clergy, etc., not to leave; or
   (4) assurances by the assailant that the violence will stop.

I.H.1.7. Demonstrate an Understanding of the Consequences Victims May Face When Participating in the Criminal Justice System.

a. Describes the life threatening consequences the victim may face for participating in the criminal justice system:
   (1) the assailant may threaten the victim, the children, the victim's family or friends to prevent the victim from participating;
   (2) the system cannot assure the victim's safety from the assailant if the victim participates; and
   (3) the assailant knows where to find the victim and can continue to intimidate the victim throughout the investigation and court process.

b. Describes the other obstacles to participating in the criminal justice system:
   (1) the victim may have suffered consequences for participating in the past;
   (2) the assailant knows the victim and can interfere with the victim's ability to appear in court by:
      (a) preventing mail from reaching the victim; or
      (b) misinforming the victim about court dates and times, etc.;
   (3) the time demands that prosecution makes may drain the victim's resources:
      (a) continuances and other system or defense initiated delays may cost the victim time from work; or
      (b) numerous court appearances may be a financial drain due to the costs of child care and transportation, etc.; and
   (4) family and friends may pressure the victim not to participate; and
   (5) the victim may lack information about the criminal justice system.

I.H.1.8. Demonstrate an Understanding of Indicators that Can Assist Officers in Assessing When an Assailant Might Kill.

a. Describes the importance of understanding common indicators of a life threatening situation:
   (1) some assailants are more likely to kill in certain circumstances; and
   (2) because victims know their assailants better than anyone, they know when their lives are in danger and must be believed when they state they are in danger.

b. Describes the importance of assessing the lethality at each intervention:
   (1) the assailant may have left the scene upon officer arrival;
   (2) the assailant knows the victim and therefore can predict the whereabouts of a victim and the victim's family; and
   (3) the assailant may be stalking the victim.

c. Describes indicators of a potential life-threatening attack by the assailant:
   (1) the victim has left or the assailant has discovered the victim is about to leave or file for a divorce;
   (2) weapons are present;
   (3) the assailant has threatened to kill self, victim, or others;
   (4) ease of access to the victim and/or the victim's family;
   (5) a history of prior calls to the police;
   (6) engaged in stalking behavior.
   (7) threatened to take the victim hostage;
   (8) killed or mutilated a pet;
   (9) a history of assaultive behavior;
   (10) a history of using weapons; or
   (11) the assailant has an alcohol and/or drug addiction.

Module History

Revised	6/98
Reviewed	1/00
Revised	1/01
Revised	1/10

Basic Training Module Specifications

Functional Area:	I.	Investigation
Subject Area:	H.	Investigation of Domestic Violence
Module Title:	2.	LAWS REGARDING DOMESTIC VIOLENCE
Hours:	3	

Notes to Instructor:

This material must be taught by an attorney admitted to the Michigan Bar. MCOLES recommends that the instructors have practical experience working with domestic violence cases. MCOLES also recommends that the instructors successfully complete an MCOLES-approved instructor training course in domestic violence. A list of experienced attorneys, or those who have attended this or similar training, is contained in the Domestic Violence Instructor materials or is available from MCOLES.

The textbook for the domestic violence training objectives is *The Michigan Law Enforcement Response to Domestic Violence* (Findlater, Kramp, & Wolfe, 2007).

Module Objectives start on next page:

I.H.2.1. Demonstrate an Understanding that Domestic Violence is a Law Enforcement Issue.

a. Describes why domestic violence is a law enforcement issue:
   (1) domestic violence is a pattern of power and control that includes criminal behavior;
   (2) law enforcement intervention is critical to beginning the process of stopping the violence:
      (a) arrest is the first step in the criminal justice process;
      (b) arrest sends the message that criminal behavior will not be tolerated; and
      (c) arrest provides immediate safety to the victim, children, and the community and workplace; and
   (3) domestic violence related homicides can often be prevented.

b. Identifies that a coordinated community response is the most appropriate intervention in domestic violence because:
   (1) the assailant is held accountable for the violence;
   (2) information, support and assistance are provided to the victim; and
   (3) community systems work together to help keep victims and children safe and to help end the violence.

c. Identifies the importance of evidence-based prosecution through:
   (1) thorough investigation;
   (2) collection and preservation of evidence sufficient to proceed without the victim's testimony;
   (3) arrest;
   (4) complete and accurate documentation in a written report; and
   (5) assistance to the victim.

d. Identifies that there is liability associated with an officer's failure to respond properly to a domestic violence incident (e.g., violations of constitutional rights, equal protection of law, and due process).

I.H.2.2. Demonstrate an Understanding of Substantive Criminal Law as It Relates to Domestic Violence.

a. Considers crimes likely to be committed in a domestic violence incident:
   (1) murder;
   (2) manslaughter;
   (3) assault, including:
      (a) assault;
      (b) assault and battery;
      (c) aggravated assault;
      (d) felonious assault;
      (e) assault with intent to do great bodily harm less than murder;
      (f) assault with intent to commit criminal sexual conduct;
      (g) assault with intent to maim;
      (h) assault with intent to commit murder; and
      (i) assault on a pregnant woman or injury to the fetus;
   (4) stalking and aggravated stalking;
   (5) home invasion;
   (6) breaking and entering;
   (7) malicious destruction of property;
   (8) weapons offenses;
   (9) criminal sexual conduct;
   (10) kidnapping/unlawful imprisonment
   (11) parental kidnapping;
   (12) arson;
   (13) child abuse;
   (14) drug offenses;
   (15) cruelty to animals;
   (16) violations of local ordinances;
   (17) violations of federal domestic violence laws;
   (18) communications promoting threatening conduct;
   (19) extortion;
   (20) obstruction of justice;
   (21) torture;
   (22) desertion and non-support;
   (23) interfering with electronic communication; and
   (24) human trafficking.

b. Identifies that Michigan law provides a misdemeanor penalty of imprisonment for not more than 93 days or a fine of not more than $500, or both, where:
   (1) the assailant is convicted of assault or assault and battery; and
   (2) the relationship between the assailant and the victim is:
      (a) spouse or former spouse;
      (b) resident or former resident of same household;
      (c) has had a child in common; or
      (d) in a current or former dating relationship.

I.H.2.2. Demonstrate an Understanding of Substantive Criminal Law as It Relates to Domestic Violence. (continued)

c. Identifies that Michigan law provides an enhanced misdemeanor penalty of imprisonment for not more than 1 year or a fine of not more than $1,000, or both, where:
   (1) the assailant is convicted of assault or assault and battery;
   (2) the relationship between the assailant and the victim is:
      (a) spouse or former spouse;
      (b) resident or former resident of same household;
      (c) has had a child in common; or
      (d) in a current or former dating relationship; and
   (3) the assailant has previously been convicted of one of the following crimes committed against a spouse or former spouse, or a resident or former resident of the same household, child in common, or current/former dating relationship:
      (a) assault or assault and battery;
      (b) violation of a substantially corresponding local ordinance;
      (c) aggravated assault;
      (d) felonious assault;
      (e) assault with intent to commit murder;
      (f) assault with intent to do great bodily harm;
      (g) assault with intent to maim; or
      (h) a substantially similar crime or ordinance from another state.

d. Identifies that Michigan law provides an enhanced felony penalty of imprisonment for not more than 2 years or a fine of not more than $2,500, or both, where:
   (1) the assailant is convicted of assault or assault and battery;
   (2) the relationship between the assailant and the victim is:
      (a) spouse or former spouse;
      (b) resident or former resident of the same household;
      (c) has had a child in common; or
      (d) in a current or former dating relationship; and
   (3) the assailant has previously been convicted two or more times of the following crimes committed against a spouse or former spouse, or a resident or former resident of the same household or has had a child in common, or current/former dating relationship:
      (a) assault or assault and battery;
      (b) violation of a substantially corresponding local ordinance;
      (c) aggravated assault;
      (d) felonious assault;
      (e) assault with intent to commit murder;
      (f) assault with intent to do great bodily harm;
      (g) assault with intent to maim; or
      (h) a substantially similar crime or ordinance from another state.

I.H.2.2. Demonstrate an Understanding of Substantive Criminal Law as It Relates to Domestic Violence. (continued)

e. Identifies that Michigan law provides an enhanced felony penalty of imprisonment for not more than 2 years or a fine of not more than $2,500, or both, where:
- (1) the assailant is convicted of aggravated assault;
- (2) the relationship between the assailant and the victim is:
  - (a) spouse or former spouse;
  - (b) reside or resided together in the same household;
  - (c) has had a child in common; or
  - (d) in a current or former dating relationship; and
- (3) the assailant has previously been convicted of one or more of the following crimes committed against a spouse or former spouse, or a resident or former resident of the same household or has had a child in common, or current/former dating relationship:
  - (a) assault or assault and battery;
  - (b) violation of a substantially corresponding local ordinance;
  - (c) aggravated assault;
  - (d) felonious assault;
  - (e) assault with intent to commit murder;
  - (f) assault with intent to do great bodily harm;
  - (g) assault with intent to maim; or
  - (h) a substantially similar crime or ordinance from another state.

f. Identifies that the law enforcement agency shall immediately fingerprint the assailant and shall forward the fingerprints to the state police within 72 hours of the arrest of the assailant in all of the following:
- (1) felony;
- (2) misdemeanor assault or assault and battery where the relationship between the assailant and the victim is:
  - (a) spouse or former spouse;
  - (b) resident or former resident of the same household;
  - (c) has had a child in common; or
  - (d) in a current or former dating relationship;
- (3) any other misdemeanor for which the maximum possible penalty exceeds 92 days imprisonment or a fine of $1,000, or both; and
- (4) violation of a Michigan PPO or foreign protection order.

I.H.2.3. Demonstrate an Understanding of the Options Available to the Court in Sentencing and Adjudication in Domestic Violence Cases.

a. Identifies that the court may delay proceedings and place the assailant on probation without entering a judgment of guilt where:
   (1) the assailant pleads guilty to or is found guilty of assault, assault and battery, or aggravated assault;
   (2) the assailant has not been convicted previously of an assaultive crime as defined by MCL 770.9(a)(3);
   (3) the relationship between the assailant and the victim is spouse, former spouse, resident or former resident of the same household, has had a child in common, or in a current or former dating relationship;
   (4) the prosecutor consents in consultation with the victim;
   (5) the assailant has not previously used this procedure; and
   (6) the court contacts the Department of State Police to determine whether the assailant has previously:
      (a) been convicted of an assaultive crime, assault, or
      (b) used this procedure.

b. Identifies that the court shall enter an adjudication of guilt if during probation the assailant:
   (1) commits an assaultive crime;
   (2) violates a court order to receive counseling regarding his or her violent behavior; or
   (3) violates a court order to have no contact with the victim.

c. Identifies that the court may enter an adjudication of guilt if the assailant violates any other term or condition of probation.

d. Identifies that if the assailant fulfills the terms and conditions of probation, the court shall discharge the assailant and dismiss the proceedings.

e. The Department of State Police shall retain a non-public record of an arrest and discharge and dismissal.

I.H.2.4. Demonstrate an Understanding of the Crime of Stalking.

a. Identifies the elements of stalking as:
   (1) a willful course of conduct;
   (2) involving repeated or continuing harassment of another individual;
   (3) that would cause a reasonable person to feel terrorized, frightened, intimidated, threatened, harassed, or molested; and
   (4) that actually causes the victim to feel terrorized, frightened, intimidated, threatened, harassed, or molested (MCL 750.411h).

b. Defines "course of conduct" as a pattern of conduct composed of 2 or more separate non-continuous acts, evidencing a continuity of purpose.

c. Defines "harassment" as conduct directed toward a victim that includes, but is not limited to, repeated or continuing un-consented contact that:
   (1) would cause a reasonable individual to suffer emotional distress;
   (2) actually causes the victim to suffer emotional distress; and
   (3) does not include constitutionally protected activity or conduct for a legitimate purpose.

d. Defines "un-consented contact" as any contact with another individual that is initiated or continued without that individual's consent, or in disregard of that individual's expressed desire that the conduct be avoided or discontinued, and includes, but is not limited to:
   (1) following or appearing within victim’s sight;
   (2) approaching or confronting the victim in a public place or on private property;
   (3) appearing at the workplace or residence of the victim;
   (4) entering onto or remaining on property owned, leased, or occupied by the victim;
   (5) contacting the victim by telephone, mail, or electronic communication; or
   (6) placing an object on, or delivering an object to, property owned, leased, or occupied by the victim.

e. Describes "victim" as an individual who is the target of a willful course of conduct involving repeated or continuing harassment.

f. Describes "emotional distress" as significant mental suffering or distress that may, but does not necessarily, require medical or other professional treatment or counseling.

I.H.2.4. Demonstrate an Understanding of the Crime of Stalking. (continued)

g. Identifies that immediately upon arrest of the assailant for stalking, the law enforcement agency shall fingerprint the assailant and shall forward the fingerprints to the state police within 72 hours after the arrest.

h. Stalking is punishable as a misdemeanor, including:
   (1) imprisonment for not more than one year; and/or
   (2) a fine of not more than $1,000;
   (3) enhancement to a 5-year felony and $10,000 fine, if the victim is less than 18 years old at any time during the offender's course of conduct and the suspect is 5 or more years older than the victim; and
   (4) probation up to 5 years.

I.H.2.5. Demonstrate an Understanding of the Crime of Aggravated Stalking.

a. Identifies aggravated stalking as a felony.

b. Identifies that an individual commits aggravated stalking by engaging in stalking (see I.H.2.4.) where:
   (1) assailant has previously been convicted of stalking or aggravated stalking; or
   (2) at least one of the 2 or more separate non-continuous acts:
      (a) is in violation of a restraining order and the individual has received actual notice of that restraining order, or is in violation of an injunction or preliminary injunction; or
      (b) is in violation of a condition of probation, parole, pretrial release, or release on bond pending appeal; or
      (c) includes the making of 1 or more credible threats against the victim, a member of the victim's family, or another individual living in the victim's household.

Notes to Instructor: A “credible threat” is a threat to kill or injure that causes the victim to reasonably fear for his/her safety or another’s safety.

c. Identifies that immediately upon arrest of the assailant for aggravated stalking, the law enforcement agency shall fingerprint the assailant and shall forward the fingerprints to the state police within 72 hours after the arrest.

d. Aggravated stalking is punishable as a felony by:
   (1) imprisonment for not more than five years; and/or
   (2) a fine of not more than $10,000; and
   (3) enhanced to a 10-year felony and a $15,000 fine if the victim is less than 18 years old at any time during the offender’s course of conduct and the suspect is 5 or more years older than the victim; and
   (4) probation for any term of years, but not less than 5 years.

Notes to Instructor: Those on parole for aggravated stalking are required to be GPS monitored if the victim has registered with Department of Corrections for the entire period of parole.

I.H.2.6. Demonstrate an Understanding of the Authority of a Police Officer in Enforcing Domestic Violence Laws.

a. Identifies the authority of a police officer to enter the scene when responding to a domestic violence complaint without a warrant based on:
   (1) consent by a person with authority to consent, including:
      (a) adult occupants; or
      (b) child occupants, taking into account:
         (i) age; and
         (ii) area of dwelling to be entered; or
   (2) exigent circumstances, including:
      (a) risk of danger to police or others inside or outside the dwelling;
      (b) imminent destruction of evidence;
      (c) need to prevent the suspect's escape;
      (d) hot pursuit; or
      (e) emergency aid (to determine if aid is needed and to provide aid).

b. Recognizes the need to document the grounds that justify entry with specific and articuable facts.

c. Identifies the need for probable cause that a crime was committed and that the premises contains evidence of the crime.

d. Recognizes that a law enforcement officer should arrest when:
   (1) a warrant exists;
   (2) a felony, misdemeanor or ordinance violation is committed in the officer's presence (MCL 764.15 (1) (a)); or
   (3) probable cause exists to believe:
      (a) a felony or misdemeanor (punishable by more that 92 days imprisonment) has been committed;
      (b) a misdemeanor assault, assault and battery, or aggravated assault has been or is being committed, or a violation of a substantially corresponding local ordinance occurred or is occurring, and there is a domestic relationship between the assailant and the victim defined as:
         (i) spouse or former spouse;
         (ii) resident or former resident of the same household;
         (iii) has had a child in common; or
         (iv) in a current or former dating relationship (MCL 764.15c);
      (c) a misdemeanor has been or is being committed on school property;
      (d) the person has violated or is violating a condition of release (or foreign condition of release) (MCL 764.15e(1));
      (e) the person has violated, or is violating, a condition of probation or parole (MCL 764.15(1) (g)); or
      (f) the person has violated or is violating a Michigan PPO or a foreign protection order (see I.H.2.10).

I.H.2.7. Demonstrate an Understanding of a Domestic Relationship Personal Protection Order (PPO).

a. Identifies that a domestic relationship Personal Protection Order (PPO) is a court order issued by the circuit court prohibiting certain conduct.

b. Identifies that a violation of a PPO is criminal or civil contempt of court punishable by imprisonment of up to 93 days and/or a $500 fine.

c. Identifies that an individual (the petitioner) may obtain a domestic relationship PPO only if there is a domestic relationship between the petitioner and the person restrained or enjoined (the respondent) defined as (MCL 600.2950):
   (1) spouse or former spouse;
   (2) reside or resided together in the same household;
   (3) has had a child in common; or
   (4) has or has had a dating relationship.

d. Recognizes that the existence of a domestic relationship will be determined by the court before the court issues the PPO.

e. Identifies conduct that can be restrained or enjoined by a domestic relationship PPO as:
   (1) entering onto premises;
   (2) assaulting, attacking, beating, molesting, or wounding a named individual;
   (3) threatening to kill or physically injure a named individual;
   (4) removing minor children from the individual having legal custody of the children, except as otherwise authorized by a custody or visitation order issued by a court of competent jurisdiction;
   (5) purchasing or possessing a firearm;
   (6) interfering with petitioner's efforts to remove petitioner's children or personal property from premises that are solely owned or leased by the individual to be restrained or enjoined;
   (7) interfering with petitioner at petitioner's place of employment or engaging in conduct that impairs petitioner's employment relationship or environment or place of education;
   (8) having access to information and records of a minor child that will inform respondent of child’s or petitioner’s address, telephone, or employment information; or
   (9) engage in conduct prohibited by the stalking laws; or
   (10) any other specific conduct that imposes upon or interferes with personal liberty or that causes a reasonable apprehension of violence (this may include stalking).

I.H.2.7. Demonstrate an Understanding of a Domestic Relationship Personal Protection Order (PPO). (continued)

f. Recognizes that to obtain a domestic relationship PPO the adult petitioner must:
   (1) go to court and file a petition, on a form provided without charge by the court, requesting a domestic relationship PPO; and
   (2) provide evidence in support of the request demonstrating probable cause to believe the respondent may commit one or more of the acts that can be prohibited by the PPO (see I.H.2.7.e.).

I.H.2.8. Demonstrate an Understanding of a Non-Domestic Stalking Personal Protection Order (PPO).

a. Identifies that a non-domestic stalking Personal Protection Order (PPO) is a court order issued by the court prohibiting stalking behavior.

b. Identifies that a violation of a PPO is criminal or civil contempt of court punishable by imprisonment of up to 93 days and/or a $500 fine.

c. Identifies that a domestic relationship is not required for a non-domestic stalking PPO (MCL 600.2950a)

Notes to Instructor: In a domestic relationship, stalking is included in a domestic relationship PPO (see I.H.2.7.e.).

d. Identifies that conduct that can be restrained or enjoined by a non-domestic stalking PPO includes, but is not limited to:
   (1) following or appearing within the sight of an individual;
   (2) approaching or confronting that individual in a public place or on private property;
   (3) appearing at the workplace or residence of that individual;
   (4) entering onto or remaining on property owned, leased, or occupied by that individual;
   (5) contacting that individual by telephone, mail, or electronic communication;
   (6) placing an object on, or delivering an object to, property owned, leased, or occupied by that individual; or
   (7) purchasing or possessing a firearm.

e. Recognizes that to obtain a non-domestic stalking PPO the petitioner must:
   (1) go to court and file a petition, on a form provided without charge by the court, requesting a non-domestic stalking PPO; and
   (2) provide evidence in support of the request demonstrating that the respondent has engaged in stalking.

I.H.2.9. Demonstrate an Understanding of the Court Procedures Related to Personal Protection Orders (PPOs).

a. Recognizes that the circuit court must:
   (1) issue a domestic relationship PPO if the court determines that there is probable cause to believe the respondent may commit one or more of the acts that can be prohibited by the PPO;
   (2) state immediately in writing the specific reasons for refusing to issue the PPO; and
   (3) not refuse a petition solely due to the absence of a police, medical, or agency report or due to the absence of physical signs of abuse or violence.

b. Recognizes that the circuit court must:
   (1) issue a non-domestic stalking PPO if the court determines that the respondent has engaged in stalking; or
   (2) state immediately in writing the specific reasons for refusing to issue the PPO.

c. Recognizes that a PPO (domestic relationship or non-domestic stalking) shall be issued by the circuit court ex parte (without notice to the respondent) if it clearly appears from specific facts shown that:
   (1) immediate and irreparable injury, loss or damage will result from delay required to give notice; or
   (2) notice itself will precipitate adverse reaction before a PPO can be issued.

d. Recognizes that a PPO shall not be made mutual unless both parties have properly petitioned the courts.

e. Recognizes that the respondent may file a motion, on a form provided without charge by the circuit court, to modify or terminate an ex parte PPO:
   (1) within 14 days after being served with or receiving notice of the PPO; or
   (2) for good cause shown, after 14 days.

f. Identifies that the circuit court must schedule a hearing on a motion to modify or terminate a PPO within:
   (1) 14 days after the filing of the motion; or
   (2) 5 days (expedited hearing) after the filing of the motion if the PPO prohibits the purchase or possession of a firearm and the respondent is a:
      (a) person who is issued a license to carry a concealed weapon for purposes of performing duties related to employment or business;
      (b) certified police officer;
      (c) sheriff or deputy sheriff;
      (d) member of the Michigan department of state police; or
      (e) local corrections officer, department of corrections employee, or federal law enforcement officer who carries a firearm during the normal course of employment.

I.H.2.9. Demonstrate an Understanding of the Court Procedures Related to Personal Protection Orders (PPOs). (continued)

g. Recognizes that the clerk of the court that issues a PPO shall immediately:
   (1) file a true copy of the PPO with the law enforcement agency designated by the court on the PPO to enter the PPO into the LEIN;
   (2) immediately provide the petitioner with at least two true copies of the PPO;
   (3) inform the petitioner that the petitioner may take a true copy of the PPO to the designated law enforcement agency for immediate entry onto the LEIN;
   (4) notify the designated law enforcement agency when the clerk receives proof that the respondent has been served with the PPO;
   (5) notify the designated law enforcement agency when the PPO has been terminated, modified, or extended by court order;
   (6) notify the employing law enforcement agency of the PPO, if respondent is a law enforcement officer;
   (7) notify the CCW board in respondent's county about the PPO, if it prohibits purchasing or possessing a firearm;
   (8) notify the state department of corrections of the PPO, if the respondent is an employee; and
   (9) notify the friend of the court (FOC) if the respondent is identified in pleadings as the person who may have access to FOC records.

h. Recognizes that the petitioner must ensure:
   (1) respondent is served with the PPO; and
   (2) proof of service is provided to the clerk of the court that issued the PPO.

I.H.2.10. Demonstrate an Understanding of Enforcement of Domestic Relationship and Non-Domestic Stalking Personal Protection Orders (PPOs).

a. Identifies that a Personal Protection Order (PPO) in Michigan is effective when signed by a judge, even before served.

b. Identifies that a PPO is immediately enforceable anywhere in Michigan by any law enforcement agency that has:
   (1) received a true copy of the PPO;
   (2) been shown a copy of the PPO; or
   (3) verified the existence of the PPO in the LEIN.

c. Identifies that officers may give a verbal notification in situations other than when responding to a call alleging a violation of a PPO (e.g., traffic stops).

d. Identifies that if the individual restrained or enjoined has been served, a law enforcement officer should arrest if probable cause exists to believe:
   (1) a domestic relationship PPO or non-domestic stalking PPO exists;
   (2) the PPO states on its face that violation subjects the violator to immediate arrest and criminal contempt punishable by not more than 93 days and/or a fine of not more than $500; and
   (3) the individual is in violation of the PPO by engaging in or having engaged in the conduct restrained or enjoined by the PPO (MCL 764.15b(1)).

e. Identifies that if the individual restrained or enjoined has not been served, the law enforcement agency or officer responding to a call alleging a violation of a PPO must:
   (1) serve the individual restrained or enjoined with a true copy of the PPO; or
   (2) provide the individual restrained or enjoined actual verbal notice of the:
      (a) existence of the PPO;
      (b) specific conduct restrained or enjoined;
      (c) penalties for violating the PPO; and
      (d) location where the individual restrained or enjoined may obtain a copy of the order; and
   (3) complete the proof of service form or proof of verbal notice form and provide a copy to the:
      (a) victim;
      (b) law enforcement agency that entered the PPO in the LEIN; and
      (c) court that issued the PPO.

I.H.2.10. Demonstrate an Understanding of Enforcement of Domestic Relationship and Non-Domestic Stalking Personal Protection Orders (PPOs). (continued)

f. Identifies that after being served or provided notice of the PPO at the scene, the individual restrained or enjoined shall be given an opportunity to immediately comply with the PPO before the law enforcement officer makes a custodial arrest for violation of the PPO.

g. Identifies that the failure to immediately comply with the PPO shall be grounds for an immediate custodial arrest.

h. Identifies that in the presence of conflicting orders, such as custody or parenting-time orders, officers must enforce a valid PPO.

i. Identifies that a thorough criminal investigation should be conducted whenever there is an alleged violation of a PPO.

j. Recognizes that an arrest should be made for violation of any criminal law even when the assailant is also arrested for violation of a PPO.

k. Demonstrates a working knowledge of the procedures following an arrest for violation of a PPO, including:
   (1) the individual arrested shall be brought before the court in the county where the violation occurred within 24 hours to answer to a charge of contempt for violation of the PPO (MCL 764.15b(2));
   (2) the family division of circuit court for each county of this state has jurisdiction to conduct contempt proceedings based upon a violation of a PPO issued by the circuit court of any county of this state;
   (3) if a family court judge is not available within 24 hours after arrest, the individual shall be brought within 24 hours before the district court judge (or magistrate if district court is not open within 24 hours of arrest) who will set bond and order the individual to appear before the circuit court; and
   (4) the court of arraignment shall notify the court that issued the PPO that the issuing court may request that the individual be returned to that county at the expense of the requesting county to stand trial.

l. Identifies the requirement to prepare a written report (e.g., standard domestic violence incident report form) documenting all facts of the investigation even if no arrest is made (see I.H.2.13.d.).

I.H.2.11. Demonstrate an Understanding of Enforcement of Foreign Protection Orders (FPOs).

a. Recognizes that law enforcement officers may rely on any protection order that appears to be a foreign protection order (FPO), that is provided to the officer from any source, if the order appears to contain all of the following:
   (1) the names of the parties;
   (2) issue date (which is prior to the date enforcement is sought);
   (3) terms and conditions against respondent;
   (4) name of the issuing court;
   (5) signature of, or on behalf of, judicial officer; and
   (6) no obvious indication that the order is invalid.

b. Observes that the inability to verify the FPO in LEIN or NCIC is not grounds for the officer to refuse to enforce the order, unless it is apparent that the order is invalid, and that:
   (1) the officer may rely on the statement of the petitioner that the order shown remains in effect; and
   (2) the officer may rely only on the statement of the petitioner or respondent that the respondent has received notice of the order.

c. Determines that a person seeking enforcement of a FPO and does not have a copy of the order, the officer shall attempt to verify the order through:
   (1) LEIN or NCIC;
   (2) administrative message;
   (3) the court that issued the order;
   (4) the law enforcement agency in the issuing jurisdiction; or
   (5) the issuing jurisdiction's protection order registry.

d. Describes law enforcement responsibilities when enforcing FPOs:
   (1) upon arrest, officers must take the violator's fingerprints and forward them to the Michigan State Police within 72 hours;
   (2) a person who refuses or resists giving fingerprints is guilty of a misdemeanor punishable by imprisonment of not more than 90 days and/or a $500 fine;
   (3) officers must complete the standard domestic relationship report form, or a substantially similar form; and
   (4) officers and courts must follow Michigan's PPO enforcement procedures for violations of FPOs in Michigan, including penalties and reimbursement for enforcement expenses.

e. Recognizes that law enforcement officers acting in good faith are immune from civil and criminal liability in any action arising from the enforcement of a foreign protection order.

I.H.2.12. Demonstrate an Understanding of Personal Protection Orders (PPOs) and the Effect on Firearm Purchase or Possession.

a. Identifies that a PPO (domestic relationship or non-domestic stalking) may prohibit an individual from purchasing or possessing a firearm.

b. Identifies that if an individual prohibited by a PPO from purchasing or possessing a firearm has been served and is in possession of a firearm, the officer should:
   (1) arrest the individual; and
   (2) seize firearms as evidence, including all firearms:
      (a) in the possession of the individual;
      (b) in plain view; and
      (c) found during a valid search.

c. Identifies that if an individual prohibited by a PPO from purchasing or possessing a firearm has not been served and, after being served or provided notice of the PPO, chooses to comply, the officer may take possession of the firearm for safe keeping.

d. Identifies that if an individual is prohibited by a PPO from purchasing or possessing a firearm, there are no exceptions, including:
   (1) police officers, and
   (2) persons with a concealed weapon permit.

e. Identifies that an individual prohibited by an ex parte PPO from purchasing or possessing a firearm may file a motion to modify or terminate the PPO and request a hearing (see I.H.2.9.d.).

f. Identifies that the circuit court shall schedule a hearing on a motion to modify or terminate a PPO within:
   (1) 14 days after the filing of the motion; or
   (2) 5 days (expedited hearing) after the filing of the motion if the PPO prohibits the purchase or possession of a firearm and the respondent is a:
      (a) person who is issued a license to carry a concealed weapon for purposes of performing duties related to employment or business;
      (b) certified police officer;
      (c) sheriff or deputy sheriff;
      (d) member of the Michigan department of state police; or

I.H.2.12. Demonstrate an Understanding of Personal Protection Orders (PPOs) and the Effect on Firearm Purchase or Possession. (continued)

(e) local corrections officer, department of corrections employee, or federal law enforcement officer who carries a firearm during the normal course of employment.

g. Identifies that upon entry of proof of service into the LEIN of any PPO (domestic relationship or non-domestic stalking; with or without a prohibition on the purchase or possession of a firearm), the Department of State Police must mail a letter to the individual restrained or enjoined stating that:
(1) a PPO was entered into the LEIN on a certain date;
(2) the individual cannot obtain a license to purchase a pistol or obtain a concealed weapon license until the PPO is removed from the LEIN; and
(3) the individual may request that the state police correct or expunge inaccurate information entered into the LEIN. (MCL 28.422b)

h. Recognizes that federal law provides that a person who has been convicted of a domestic violence misdemeanor may not purchase or possess a firearm or ammunition.

i. Recognizes that federal law prohibits a person, other than an on-duty law enforcement officer, from purchasing or possessing firearms or ammunition when a PPO or a conditional pretrial release order is entered.

Instructor Notes: For a summary of the firearms prohibitions, under state and federal law, see page 144 of the *Michigan Law Enforcement Response to Domestic Violence*.

I.H.2.13. Demonstrate an Understanding of Probable Cause (Reasonable Cause) as It Relates to Domestic Violence.

a. Identifies that the Michigan standard for probable cause (reasonable cause) requires only those facts and circumstances sufficient to cause a fair minded person of average intelligence to believe that the suspected person may have committed or is committing a crime.

b. Identifies that the probable cause determination does not require:
   (1) that it is more probable than not that a crime has been committed;
   (2) corroborating physical evidence; however, the presence of physical evidence bolsters the existence of probable cause; or
   (3) that the officer conduct a mini-trial to determine the truth.

c. Identifies that to establish probable cause the officer should consider factors such as:
   (1) statements by the victim, assailant, children or other witnesses;
   (2) demeanor of victim, assailant, children or other witnesses;
   (3) the dispatcher's information;
   (4) physical evidence that a crime occurred;
   (5) aggressive or threatening behavior by the assailant;
   (6) information gathered by investigating wounds to determine:
      (a) offensive wounds, and
      (b) defensive wounds;
   (7) property in the house damaged or broken;
   (8) brandishing of weapons;
   (9) the existence of a Personal Protection Order (PPO); and
   (10) the existence of a Foreign Protection Order (FPO).

d. Identifies that in determining probable cause the officer should NOT consider the following factors:
   (1) the lack of a PPO or FPO;
   (2) the fact that no arrests were made previously;
   (3) that the victim does not want the assailant arrested or prosecuted;
   (4) the officer's belief that there will be no prosecution;
   (5) verbal assurances by either party that the violence will stop;
   (6) the possibility of reprisals against the victim;
   (7) the race, ethnicity, sexual orientation, social class and/or occupation of the victim or the assailant;
   (8) threats by the assailant to sue the police; or
   (9) negative consequences to the assailant's status in the community.

I.H.2.13. Demonstrate an Understanding of Probable Cause (Reasonable Cause) as It Relates to Domestic Violence. (continued)

e. Identifies that a finding of probable cause is not precluded by:
   (1) denial by either party that violence occurred; or
   (2) a lack of visible bruises or injuries.

f. Identifies that officers should not arrest an individual if the officer has probable cause to believe the individual was acting in lawful self-defense or in the lawful defense of another person.

g. Identifies that a person may lawfully use:
   (1) whatever force the person honestly and reasonably believes is necessary for self-protection or to protect another person from danger; and
   (2) deadly force when the person honestly and reasonably believes oneself or another person is in imminent danger of being killed, seriously injured or forcibly sexually penetrated (MCL 780.971-974).

h. Identifies that in determining whether the individual honestly and reasonably believed that the force used was necessary, the officer should consider the facts and circumstances as they appear to the individual. Officers should consider:
   (1) any history of domestic violence between the individuals;
   (2) offensive and defensive wounds;
   (3) the size, strength, and bulk of the parties;
   (4) the apparent ability of each party to do what was alleged;
   (5) witness statements (including children); and
   (6) other evidence (e.g., physical and circumstantial).

i. Identifies that a person has no duty to retreat:
   (1) from an assault in one's home;
   (2) from a forcible entry of one's home; or
   (3) pursuant to Michigan’s Self-Defense Law (MCL 780.951).

j. Identifies that where there is probable cause to believe that the crimes are committed against each other, and neither was acting in self-defense, the officer should determine who to arrest by considering:
   (1) the intent of the law to protect victims of domestic violence;
   (2) the degree of injury inflicted on the individuals involved;
   (3) the extent to which the individuals have been put in fear of physical injury to themselves or other members of the household;
   (4) any history of domestic violence between the individuals; and
   (5) the intent of the law that officers should not make dual arrests to avoid conducting a thorough criminal investigation;

I.H.2.14. Demonstrate an Understanding of the Procedural Requirements in Responding to a Domestic Violence Incident.

a. Identifies the requirement to provide victims the written notice, after investigating or intervening in a domestic violence incident, required by MCL 764.15c which must include the following (see I.H.3.12.):
   (1) name and telephone number of the responding police agency;
   (2) name and badge number of the responding officer; and
   (3) a prescribed statement informing the victim of the:
      (a) right to obtain a copy of the police incident report;
      (b) right to go to court and file a petition requesting a Personal Protection Order (PPO); and
      (c) local domestic violence shelter program and other resources that provide victims information about services and legal rights.

b. Identifies the requirement to provide or arrange for emergency medical assistance to victims, regardless of whether an arrest is made (MCL 776.22 (3) (f). See I.H.3.12.

c. Identifies the requirement to provide the victim within 24 hours of the initial contact with the information required by the Crime Victim's Rights Act (MCL 780.753), including:
   (1) availability of emergency and medical services, if applicable;
   (2) availability of victim's compensation benefits and the address of the crime victim's compensation board;
   (3) address and phone number of the prosecuting attorney; and
   (4) required statement regarding information on the status of the case.

d. Identifies the requirement to prepare a written report after investigating or intervening in a domestic violence incident, or a violation of a PPO or FPO,even if no arrest is made, documenting all facts of the investigation, including (MCL 764.15c) (see I.H.3.14.):
   (1) address, date, and time of the incident;
   (2) name, address, home and work telephone numbers, race, sex, and date of birth of:
      (a) victim;
      (b) assailant; and
      (c) witnesses, including children;
   (3) information describing the assailant and whether there is a PPO issued against assailant;
   (4) relationship of any witness to victim or assailant;
   (5) name of person who called the law enforcement agency;
   (6) relationship of victim and assailant;
   (7) whether drug or alcohol use was involved and by whom;

I.H.2.14. Demonstrate an Understanding of the Procedural Requirements in Responding to a Domestic Violence Incident. (continued)

(8) narrative about the incident and the scene, describing:
- (a) the incident and what led up to it;
- (b) whether and how many times assailant physically assaulted victim;
- (c) any weapon or object used;
- (d) injuries sustained by the victim and how injuries were sustained;
- (e) property damage; and
- (f) if victim sought medical attention, information about transportation of victim, admittance to hospital or clinic for treatment, and name and telephone number of attending physician;

(9) description of previous domestic violence incidents between assailant and victim; and

(10) date and time of the report, and name, badge number, and signature of the officer completing the report.

e. Identifies that a "domestic violence incident" means an incident reported to a law enforcement agency involving allegations of:
- (1) a PPO or FPO violation; or
- (2) a crime committed by an individual where the relationship between the assailant and the victim is:
  - (a) spouse or former spouse;
  - (b) a resident or former resident of the same household;
  - (c) has had a child in common; or
  - (d) in a current or former dating relationship.

f. Identifies that the law enforcement agency shall retain the completed report in its files (MCL 764.15c(3)).

g. Identifies that the law enforcement agency shall also file a copy of the written report with the prosecuting attorney within 48 hours after the domestic violence incident is reported to the law enforcement agency (MCL 764.15c(3)).

h. Identifies that when an arrest is made for assault, assault and battery, violation of a substantially corresponding local ordinance, or aggravated assault, the assailant shall not be released by the officer on interim bond, but shall be brought before a magistrate for arraignment or bond as soon as possible where the relationship between the assailant and the victim is:
- (1) spouse or former spouse;
- (2) a resident or former resident of the same household;
- (3) has had a child in common; or
- (4) in a current or former dating relationship.

I.H.2.14. Demonstrate an Understanding of the Procedural Requirements in Responding to a Domestic Violence Incident. (continued)

i. Identifies the requirement, when an arrest is made for violation of conditional release (conditional bond), to prepare a "complaint of violation of conditional release" pursuant to MCL 764.15e, containing (see I.H.3.10):
(1) officer's name and badge number;
(2) statement of verification;
(3) statement of conditions;
(4) statement of probable cause that assailant violated the conditions.

Module History:

Revised	6/98
Reviewed	1/00
Revised	1/01
Revised	5/02
Revised	1/03
Revised	1/10

Basic Training Module Specifications

Functional Area: I. Investigation

Subject Area: H. Investigation of Domestic Violence

Module Title: 3. DOMESTIC VIOLENCE RESPONSE PROCEDURES

Hours: 8

Notes to Instructor:

This material is designed to be taught by an instructor with expertise in domestic violence response procedures and who is well versed in pro-arrest response practices. Completion of an MCOLES-approved training course in domestic violence is recommended.

Module Objectives:

I.H.3.1. Respond to the Scene of Domestic Violence.

a. Responds immediately to the scene.

b. Evaluates the information received about the complaint, including:
   (1) dispatch information:
      (a) who is calling;
      (b) location of the caller and the complaint, if different;
      (c) phone number of the caller;
      (d) what is happening (e.g., is the caller safe? is the assailant still present? etc.);
      (e) presence of weapons;
      (f) presence of children, as victims or witnesses;
      (g) any reported injuries;
      (h) whether a Personal Protection Order (PPO) is in effect;
      (i) age of the complaint (e.g., in progress, hours old);
      (j) prior history;
      (k) whether the assailant is on probation or parole; and
      (l) whether the assailant is subject to a conditional release order (conditional bond) (MCL 765.6b);
   (2) information from witnesses; and
   (3) information from other officers.

c. Approaches the scene in a cautious manner:
   (1) parks a short distance away;
   (2) waits for backup assistance before entering the scene;

I.H.3.1. Respond to the Scene of Domestic Violence. (continued)

(3) exchanges information with assisting officer(s);
(4) uses cover on approach, with each officer using a separate approach;
(5) stands clear of door or windows; and
(6) maintains avenues of escape.

d. Observes and listens for unusual conditions upon arrival at the scene:

(1) loud arguments;
(2) fresh damage to residence; or
(3) any other unusual condition (e.g., number of persons, weapons involved, etc.).

e. Requests assistance through the dispatcher if the situation warrants it.

I.H.3.2. Make Initial Contact at the Scene of Domestic Violence.

a. Attempts to make contact when it appears no one is at home:
   (1) tries to establish voice contact by shouting for a response;
   (2) attempts to engage the party in conversation if voice contact is achieved;
   (3) asks the dispatcher to call the scene, if the number is available;
   (4) talks to any available witnesses.

b. Attempts to gain entry by obtaining consent:
   (1) asks for permission to enter; and
   (2) establishes the person's authority to give consent, considering:
      (a) whether the person lives there;
      (b) age of the person giving consent; and
      (c) area of the dwelling to be entered.

c. Considers a forced entry if there are exigent circumstances, including:
   (1) risk or danger to police or others inside or outside the dwelling;
   (2) imminent destruction of evidence;
   (3) need to prevent the suspect's escape; and
   (4) hot pursuit.

d. Evaluates initial information when the suspected assailant answers the door:
   (1) does not accept statements that the call was a mistake;
   (2) is aware that there will likely be a denial or a minimizing of the violence;
   (3) is aware that the assailant may blame the victim or blame alcohol or drugs for the violence;
   (4) asks to speak to each person at the residence; and
   (5) refuses to leave without speaking to the victim even when the assailant says everything is fine.

e. Evaluates initial information when the victim answers the door:
   (1) asks if the assailant is at the scene;
   (2) does not accept statements that the call was a mistake;
   (3) looks for signs of physical and/or emotional trauma;
   (4) asks to speak to each person at the residence; and
   (5) refuses to leave without further investigation, even if the victim says everything is fine.

I.H.3.2. Make Initial Contact at the Scene of Domestic Violence. (continued)

f. Evaluates initial information when a young child or youth answers the door:
   (1) explains to the child who you are and why you are there;
   (2) asks the child who else is present at the scene;
   (3) evaluates whether there is an independent basis for entry (e.g., exigent circumstances);
   (4) evaluates whether it is reasonable to enter the residence on the basis of the child's comments or behavior, indicating an emergency or exigent circumstances; and
   (5) refuses to leave without further investigation when the child says everything is fine.

I.H.3.3. Enter the Domestic Violence Scene Effectively and Safely.

a. Enters the scene cautiously:
   (1) introduces self as a police officer;
   (2) looks for possible weapons;
   (3) explains the necessity to ensure that everyone is safe;
   (4) locates all of the occupants;
   (5) observes for any possible signs of injury; and
   (6) advises all parties the police are there to conduct an investigation to determine if a crime has been committed.

b. Separates the victim and the assailant immediately upon entry, if possible to separate rooms.

c. Considers having the assailant step outside if the officer is working alone [Note: One officer response to domestic violence complaints is strongly discouraged and is only to be used when no back-up unit is available].

d. Maintains physical separation of the victim and the assailant without losing eye contact with the other officer.

I.H.3.4. Conduct a Preliminary Criminal Investigation upon Entry to the Scene.

a. Observes the location, posture, and demeanor of all present when entry and separation is made.

b. Scans the scene and makes a mental note about the condition of the scene.

c. Makes a mental note of any spontaneous statements (excited utterances) made by those present (e.g., victim, assailant, witnesses, including children).

d. Makes a mental note of the physical condition and emotional state of all those present.

e. Takes note of anything that may be evidence of a crime which will need to be properly collected.

f. Takes note of anything that may require explanation or that can be used by officers in interviewing.

g. Takes note of any apparent injuries.

h. Seizes any weapons that are visible or available.

I.H.3.5. Interview the Suspected Assailant as Part of the Complete Criminal Investigation at a Domestic Violence Scene.

a. Maintains physical separation of the victim and the suspected assailant without losing eye contact with the other officer.

b. Interviews the suspected assailant separately:
   (1) prevents the suspected assailant from making eye contact with the victim so as not to intimidate the victim;
   (2) asks questions about the current incident; and
   (3) remains neutral.

c. Recognizes tactics that assailants might use when being interviewed:
   (1) attempts to rationalize the violence;
   (2) denies or minimizes the violence;
   (3) blames the victim for causing the violence;
   (4) attempts to make a complaint against the victim to counter any complaint the victim may be able to make in response to the assailant's violent behavior;
   (5) presents a very calm, cooperative, non-combative demeanor; or
   (6) attempts to draw the officer in by making statements such as "what would you do," or "you know how it is."

I.H.3.6. Interview the Victim as Part of the Complete Criminal Investigation at a Domestic Violence Scene.

a. Interviews the victim separately:
   (1) prevents the suspected assailant from making eye contact with the victim so as not to intimidate the victim; and
   (2) prevents the suspected assailant from listening to the victim interview to prevent interference and possible later retribution.

b. Overcomes the reluctance of the victim to talk by:
   (1) exercising patience;
   (2) advising that a crime has occurred and that the victim has a right to be free from assault and abuse;
   (3) giving assurance that the violence of the assailant is not the victim's fault;
   (4) giving assurance that the victim is not alone in being the victim of abuse;
   (5) advising the victim about the availability of support services through the local domestic violence shelter program;
   (6) informing the victim that domestic violence usually happens again and gets worse unless there is intervention; and
   (7) explaining to the victim that an arrest does not necessarily mean a prison term for the offender.

c. Interviews the victim by asking:
   (1) Do you hurt anywhere?
   (2) How did you get hurt?
   (3) Who hurt you?
   (4) What is your relationship to the assailant?
   (5) What happened?
   (6) How were you injured? Were you hit? If so, with a closed or open fist? Where on your body were you hit?
   (7) Were there any weapons or objects used to strike you?
   (8) Were any threats made against you or others?
   (9) Were you forced to have sex when you did not want to?
   (10) Did the assailant hurt any pets?
   (11) Did the assailant break or damage anything?
   (12) Is the assailant on probation or parole?
   (13) Is the assailant out on bond?
   (14) Are any court cases pending against the assailant?
   (15) Does the assailant have reason to believe you might want to leave?

I.H.3.6. Interview the Victim as Part of the Complete Criminal Investigation at a Domestic Violence Scene. (continued)

d. Questions any statements by the victim that injuries were caused by an accident.

e. Interviews the victim about behaviors that might constitute stalking, asking, "Has the assailant…
   (1) been following you?
   (2) been showing up at your place of work or school?
   (3) been coming to or watching your home?
   (4) been trying to contact you by telephone, mail, or e-mail?
   (5) threatened you, your family or anyone who lives with you?
   (6) damaged any of your property?

f. Asks historical questions:
   (1) When was the first time the assailant hit you?
   (2) When was the first time you had to go to the doctor or hospital?
   (3) When was the first time the assailant broke a bone?
   (4) When was the first time the assailant used an object to hit you?
   (5) When was the first time the assailant used a weapon?
   (6) What incident was the most serious? What usually happens before you are assaulted?
   (7) Has the assailant ever been arrested for assaulting you or your family or friends? Where? When? Was the case prosecuted? By a state or federal prosecutor?
   (8) Has the assailant ever forced you or threatened you to have sex when you did not want to?
   (9) Is the assailant on probation or parole?
   (10) Is the assailant out on bond?
   (11) Are there any Personal Protection Orders (PPOs) or other court orders in effect against the assailant?
   (12) Has the assailant ever stalked you in the past?

g. Interviews children away from the parents, in the home.

I.H.3.7. Determine Whether Probable Cause Exists to Make an Arrest When Responding to Domestic Violence.

a. Attempts to establish probable cause by considering all relevant factors, including:
   (1) statements by the victim, children or other witnesses;
   (2) demeanor of victim, assailant, children or other witnesses;
   (3) the dispatcher's and other officers' information;
   (4) physical evidence that a crime occurred;
   (5) aggressive or threatening behavior by the assailant;
   (6) information gathered by investigating wounds to determine:
      (a) offensive wounds, and
      (b) defensive wounds;
   (7) property in the house damaged or broken;
   (8) brandishing of weapons; or
   (9) the existence of a personal protection order (PPO).

b. Does NOT consider the following factors in determining probable cause:
   (1) the lack of a PPO;
   (2) the fact that no arrests were made previously;
   (3) that the victim does not want the assailant arrested or prosecuted;
   (4) the officer's belief that there will be no prosecution;
   (5) verbal assurances by either party that the violence will stop;
   (6) the possibility of reprisals against the victim;
   (7) the race, ethnicity, sexual orientation, social class and/or occupation of the victim or the assailant;
   (8) threats by the assailant to sue the police; and
   (9) negative consequences to the assailant's status in the community.

c. Does not preclude a finding of probable cause based upon:
   (1) denial by either party that violence occurred; or
   (3) a lack of visible bruises or injuries.

c. Identifies that in determining whether the individual honestly and reasonably believed that the force used was necessary, the officer should consider the facts and circumstances as they appear to the individual. Officers should consider:
   (1) any history of domestic violence between the individuals;
   (2) offensive and defensive wounds;
   (3) the size, strength, and bulk of the parties;
   (4) the possibility that one of the parties acted in self-defense;
   (5) the apparent ability of each party to do what was alleged;
   (6) witness statements (including children); and

I.H.3.7. Determine Whether Probable Cause Exists to Make an Arrest When Responding to Domestic Violence. (continued)

(7) other evidence (e.g., physical and circumstantial).

e. Identifies that where there is probable cause to believe that the crimes are committed against each other, the officer should determine who to arrest by considering:

(1) the intent of the law to protect victims of domestic violence;
(2) the degree of injury inflicted on the individuals involved;
(3) the extent to which the individuals have been put in fear of physical injury to themselves or other members of the household;
(4) any history of domestic violence between the individuals; and
(5) the intent of the law that officers should not make dual arrests to avoid conducting a thorough criminal investigation;

I.H.3.8. Arrest a Domestic Violence Assailant After Establishing Probable Cause That a Crime Has Been Committed.

a. Affects an arrest when the assailant is present by:
   (1) arresting and handcuffing the assailant;
   (2) informing the assailant that the decision to arrest and prosecute is being made by the officer, not the victim; and
   (3) securing the arrested assailant in the patrol car.

b. Responds pro-actively when the assailant is not present:
   (1) assists victim in determining if it is safe to remain on the premises;
   (2) provides assistance to the victim in relocating, if necessary;
   (3) attempts to locate and arrest the assailant and issues a bulletin to attempt to locate the assailant; and
   (4) seeks a warrant when unable to locate.

I.H.3.9. Arrest the Assailant After Establishing That a Personal Protection Order (PPO) Has Been Violated.

a. Asks the victim if a Michigan PPO (either a domestic relationship or non-domestic stalking) or a foreign protection order has been issued against the assailant.

b. Verifies the validity of the PPO by:
   (1) verifying it through LEIN; or
   (2) seeing a true copy of the PPO.

c. Determines if the assailant has been served by:
   (1) verifying service via LEIN; or
   (2) seeing a copy of the proof of service.

d. Identifies that if the assailant has been served, a police officer shall arrest if probable cause exists to believe:
   (1) a domestic relationship PPO or non-domestic stalking PPO exists;
   (2) the PPO states on its face that violation subjects the violator to immediate arrest and criminal contempt punishable by not more than 93 days and/or a fine of not more than $500; and
   (3) the assailant is in violation of the PPO by engaging in or having engaged in the conduct restrained or enjoined by the PPO (MCL 764.15b(1)).

e. Identifies that if the assailant has not been served, the law enforcement agency or officer responding to a call alleging a violation of a PPO shall:
   (1) serve the assailant with a true copy of the PPO; or
   (2) provide the assailant actual notice of the:
      (a) existence of the PPO;
      (b) specific conduct enjoined;
      (c) penalties for violating the PPO; and
      (d) location where the assailant may obtain a copy of the order; and
   (3) complete proof of service form and provide a copy to:
      (a) the victim;
      (b) the law enforcement agency that entered the PPO in LEIN; and
      (c) the circuit court that issued the PPO.

f. Identifies that after being served or provided notice of the PPO at the scene, the assailant shall be given an opportunity to immediately comply with the PPO.

I.H.3.9. Arrest the Assailant After Establishing That a Personal Protection Order (PPO) Has Been Violated. (continued)

g. Identifies that the failure to immediately comply with the PPO shall be grounds for an immediate custodial arrest.

h. Conducts a thorough criminal investigation whenever there is an alleged violation of a PPO to determine if there also was a violation of any criminal law.

i. Recognizes that arrest for a violation of a PPO does not preclude arrest for the violation of any criminal law.

j. Responds pro-actively when the assailant is not present:
   (1) assists victim in determining if it is safe to remain on the premises;
   (2) provides assistance to the victim in relocating, if necessary;
   (3) attempts to locate and arrest the assailant and issues a bulletin to attempt to locate the assailant; and
   (4) seeks a warrant for any crime committed when unable to locate.

I.H.3.10. Arrest a Domestic Violence Assailant After Establishing That a Conditional Release Order (Conditional Bond) Has Been Violated.

a. Determines that the assailant has been released on conditional bond via the LEIN.

b. Arrests the assailant when there is probable cause to believe the assailant is violating or has violated a provision of a conditional release order (conditional bond).

c. Prepares a "complaint of violation of conditional release" pursuant to MCL 764.15e, containing:
   (1) officer's name and badge number;
   (2) statement of verification;
   (3) statement of conditions; and
   (4) statement of probable cause that assailant violated the conditions.

d. Determines the court that imposed the conditions of release.

e. Takes appropriate action, including:
   (1) if the arrest occurred within the jurisdiction of the court that imposed the conditions of release, the officer shall:
      (a) immediately provide the original and one copy of the complaint to that court;
      (b) immediately provide one copy of the complaint to:
         (i) the assailant; and
         (ii) the prosecuting attorney for the case in which the conditional release was granted;
      (c) retain one copy of the complaint; and
      (d) bring the assailant before that court within one business day following the arrest; or
   (2) if the arrest occurred outside the jurisdiction of the court that imposed the conditions of release, the officer shall:
      (a) immediately provide the original and one copy of the complaint to the district or municipal court where the violation occurred;
      (b) immediately provide one copy of the complaint to the assailant;
      (c) retain one copy of the complaint; and
      (d) bring the assailant before the district or municipal court where the violation occurred within one business day following the arrest.

I.H.3.10. Arrest a Domestic Violence Assailant After Establishing That a Conditional Release Order (Conditional Bond) Has Been Violated. (continued)

f. Identifies the importance of documenting lethality factors in officer's written report in order for arresting police agency, or officer in charge of the jail, to determine whether it is safe to release the assailant before the assailant is brought before the court.

I.H.3.11. Complete the Criminal Investigation at the Domestic Violence Scene.

a. Collects any other additional information:
   (1) interviews other witnesses (e.g., other adults and children in the residence, neighbors, complainant, etc.); and
   (2) prepares to write a complete report by documenting in the field notes:
      (a) the demeanor of victim, assailant, children, or other witnesses;
      (b) the condition of victim, assailant, children, or other witnesses;
      (c) spontaneous statements;
      (d) any torn clothing;
      (e) smeared makeup;
      (f) any evidence of injuries, with a diagram;
      (g) indications of strangulation (e.g., red marks, difficulty breathing or swallowing, hoarse speech, etc.); and
      (h) referral(s) to victim services agencies.

b. Identifies the importance of successful prosecution through the collection and preservation of evidence sufficient to proceed without the victim's testimony:
   (1) notes (sketches) the condition of the crime scene (e.g., disarray of/damage to the physical surroundings);
   (2) photographs and/or documents the crime scene;
   (3) collects and tags as evidence firearms, other weapons and/or other objects used;
   (4) photographs the victim's, assailant's and/or children's injuries;
   (5) seizes and/or photographs other evidence of violence (e.g. broken dishes and furniture, phones, damage to walls, doors, windows, etc.);
   (6) requests 911 or dispatch audio tapes be held as evidence; and
   (7) requests hospital/medical reports when applicable.

I.H.3.11 Complete the Criminal Investigation at the Domestic Violence Scene. (continued)

c. Conducts a lethality assessment considering the following indicators (also see I.H.1.8.):

(1) the victim has left or the assailant has discovered the victim is about to leave or file for a divorce;

(2) weapons are present;

(the assailant has):

(3) threatened to kill self, victim or others;

(4) ease of access to the victim and/or the victim's family;

(5) a history of prior calls to the police;

(6) engaged in stalking behavior;

(7) threatened the children;

(8) threatened to take the victim hostage;

(9) killed or mutilated a pet;

(10) a history of assaultive behavior;

(11) a history of using weapons; or

(12) an alcohol and/or drug addiction.

I.H.3.12. Provide Appropriate Assistance to the Domestic Violence Victim When an Arrest Has Been Made.

a. Provides victims the written notice required by MCL 764.15c which must include the following:
   (1) name and telephone number of the responding police agency;
   (2) name and badge number of the responding officer; and
   (3) a prescribed statement informing the victim of the:
      (a) right to obtain a copy of the police incident report;
      (b) right to go to court and file a petition requesting a Personal Protection Order (PPO); and
      (c) local domestic violence shelter program and other resources that provide victims information about services and legal rights.

b. Assists the victim in obtaining medical assistance consistent with departmental policy by:
   (1) encouraging the victim, if reluctant, to obtain medical assistance, noting that:
      (a) injuries are often not readily visible, and
      (b) injuries can be documented that are not visible to the officer; and
   (2) consulting with community shelters, which may provide or arrange for emergency medical assistance to victims.

c. Assists the victim and the children with transportation (e.g., to a shelter or friend's home), in a manner that is consistent with departmental policy.

d. Provides the victim within 24 hours of the initial contact with the information required by the Crime Victim's Rights Act (MCL 780.753), including:
   (1) availability of emergency and medical services, if applicable;
   (2) availability of victim's compensation benefits and the address of the crime victim's compensation board;
   (3) address and phone number of the prosecuting attorney; and
   (4) required statement regarding information on the status of the case.

I.H.3.13. Secure a Domestic Violence Scene When an Arrest Cannot Be Made.

a. Creates a calm atmosphere at the scene before leaving.

b. Assesses the lethality of the scene (See Objectives I.H.1.8. and I.H.3.11.).

c. Ensures the safety of all parties.

d. Provides victims the written notice required by MCL 764.15c which must include the following:
   (1) name and telephone number of the responding police agency;
   (2) name and badge number of the responding officer; and
   (3) a prescribed statement informing the victim of the:
      (a) right to obtain a copy of the police incident report;
      (b) right to go to court and file a petition requesting a Personal Protection Order (PPO); and
      (c) local domestic violence shelter program and other resources that provide victims information about services and legal rights.

e. Documents in the report the reasons why an arrest was not made.

f. Provides protection to the victim while essential property is collected (e.g., clothes, medicine, etc.) in preparation for leaving.

g. Assists the victim and children with transportation (e.g., to a shelter or friend's home, etc.) when it is consistent with departmental policy.

h. Advises the victim of the process for seeking a warrant if a misdemeanor assault took place prior to the arrival of officers, but the relationship between the assailant and the victim is not:
   (1) a spouse or former spouse;
   (2) a resident or former resident of the same household;
   (1) has had a child in common; or
   (2) in a current or former dating relationship.

i. Remains at the scene while the suspect leaves when the suspect has no right to remain at the scene.

I.H.3.14. Write a Domestic Violence Report Documenting the Domestic Violence Investigation.

a. Writes a report consistent with Michigan law documenting the domestic violence response (MCL 764.15c). (See I.H.2.13.6).

b. Reviews field notes taken at the domestic violence scene.

c. Documents in the domestic violence written report all facts of the investigation, including:
   (1) address, date, and time of the incident;
   (2) name, address, home and work telephone numbers, race, sex, and date of birth of:
      (a) victim;
      (b) assailant; and
      (c) witnesses, including children;
   (3) information describing the assailant and whether there is a Personal Protection Order (PPO) issued against the assailant;
   (4) relationship of any witness to victim or assailant;
   (5) name of the person who called the law enforcement agency;
   (6) relationship of the victim and assailant;
   (7) whether drug or alcohol use was involved and by whom;
   (8) narrative about the incident and the scene, describing:
      (a) the incident and what led up to it;
      (b) whether and how many times the assailant physically assaulted the victim;
      (c) any weapon or object used;
      (d) injuries sustained by the victim and how injuries were sustained;
      (e) property damage;
      (f) if the victim sought medical attention, information about transportation of victim, admittance the to hospital or clinic for treatment, and name and telephone number of the attending physician;
      (g) facts to support all elements of any offenses committed;
      (h) all spontaneous statements (excited utterances) made at the scene;
      (i) a description of the demeanor and emotional state of the person making spontaneous statements;
      (j) documentation of evidence that was collected at the scene;
      (k) the rationale for the arrest or no arrest decision;

I.H.3.14. Write a Domestic Violence Report Documenting the Domestic Violence Investigation. (continued)

(l) documentation that the victim was provided the written notice required;

(m) documentation of referrals made; and

(n) a second address and phone number for the victim which must remain confidential;

(9) description of previous domestic violence incidents between assailant and victim; and

(10) date and time of the report, and name, badge number, and signature of the officer completing the report.

d. Documents any lethality factors identified that should be considered for purposes of conditional release (conditional bond).

e. Writes a supplement to the report, if new information becomes available.

f. Notifies the Department of Human Services, Children's Protective Services when there is suspicion and/or evidence of child abuse and completes an DHS form 3200 and attaches the domestic violence police report to it.

Module History:

Revised	6/98
Reviewed	1/00
Revised	1/01
Revised	5/02
Revised	5/05

Basic Training Module Specifications

Functional Area: II. Patrol Procedures

Subject Area: A. Patrol Operations

Module Title: 1. PREPARATION FOR PATROL

Hours: 1

Notes to Instructor:

Bring in a patrol vehicle to use.

Introduce officer's notebook use.

Module Objectives:

II.A.1.1. Inspect Patrol Vehicle for Weapons and Contraband.

a. Searches patrol vehicle interior for weapons or contraband at beginning of shift and whenever non-police personnel have been in vehicle (e.g., checks crevices, under and between seats) to:
   (1) ensure officer safety; and
   (2) produce potential evidence.

b. Documents the presence of weapons or contraband discovered in search of patrol vehicle.

II.A.1.2. Prepare For Patrol by Becoming Familiar with Area.

a. Reviews information on criminal activity in area (e.g., information obtained during roll call briefing session, information read in available documents on criminal activity such as teletype messages, daily bulletins, pin maps, and offense reports).

b. Records any pertinent information about criminal activity in area of assignment.

c. Prepares list of wanted persons or stolen vehicles by recording and updating identifying information on persons and vehicles from hot sheets and teletypes.

Basic Training Module Specifications

Functional Area:	II.	Patrol Procedures
Subject Area:	A.	Patrol Operations
Module Title:	2.	CRIMINAL JUSTICE INFORMATION SYSTEMS; RADIO/TELEPHONE COMMUNICATIONS
Hours:	8	

Module Objectives:

II.A.2.1. Observes Laws, Administrative Rules and Policies Governing Access, Use, Disclosure, and Dissemination of Nonpublic Information in Criminal Justice Information Systems (C.J.I.S.).

a. Determines proper use and misuse of criminal justice information systems, including L.E.I.N., N.C.I.C. and other criminal justice information systems related to criminal justice or law enforcement.

b. Complies with user agreements.

c. Defines "access" as "the authorized right to enter or use LEIN/NCIC information."

d. Complies with software requirements, including the use of appropriate "user-level authentication" protocols.

e. Identifies C.J.I.S. violations, sanctions, and criminal penalties under law (MCL 28.214).

II.A.2.2. Distinguish Between the Computer Systems that Make Up the Law Enforcement Information Network (LEIN).

a. Identifies the various computer systems that make up LEIN.

b. Recognizes each computer system's nuances and capabilities.

c. Determines proper computer search criteria utilized by each computer system.

d. Utilizes proper terminology compatible with the respective computer system being accessed.

II.A.2.3. Access the LEIN System to Support Patrol and Investigative Operations.

a. Obtains specific information required (i.e., search criteria) for LEIN query, search, or entry, for:
   (1) stolen status on property (e.g., make, model, serial number, type);
   (2) wants/warrants on persons (e.g., name, date of birth, race, sex);
   (3) vehicle registration and ownership information (e.g., license plate number, VIN, make, serial number, brand, etc.);
   (4) status of operator's license (e.g., name, DOB, operator's license number, etc.); and
   (5) missing persons.

b. Utilizes information obtained to access LEIN for queries, searches, and entries to:
   (l) determine if property is stolen (vehicles, guns, etc.);
   (2) determine if person is wanted or has record;
   (3) determine ownership (title, registration);
   (4) determine if person has valid operator's license;
   (5) appropriately document missing persons; and
   (6) transmit appropriate law enforcement messages.

II.A.2.4 Interpret the Response from the LEIN System.

a. Reads and correctly interprets the system return.

b. Differentiates between responses that authorize legal action (e.g., arrest) and those that do not authorize legal action.

c. Takes appropriate action based on the totality of the circumstances.

d. Recognizes the civil liability associated with the interpretation of LEIN responses and subsequent officer action.

II.A.2.5 Receive and Evaluate Telephone Requests for Police Service.

a. Answers telephone using proper agency procedures, including:
   (1) identifying dispatch center and operator,
   (2) being courteous,
   (3) listening carefully (e.g., obtains accurate information),
   (4) obtaining caller's name, address, and telephone number, and
   (5) obtaining and recording all pertinent information about the request for service (who, what, when, where, why, and how);

b. Determines seriousness of call based on nature of crime/complaint;

c. Informs dispatcher of details about call and that information should be transmitted to appropriate field officers, when necessary; and

d. Speaks clearly, concisely, and calmly (e.g., keeps questions simple and to the point).

II.A.2.6. Utilize Police Radio to Communicate With Dispatcher, LEIN Operator, and Other Officers.

a. Operates radio using proper procedures (e.g., makes sure transmission is brief and concise, discusses official business only, and complies with FCC regulations);

b. Utilizes phonetic alphabet when running file check;

c. Provides necessary information to make LEIN inquiry; and

d. Speaks clearly, concisely, and calmly.

II.A.2.7. Inform The Dispatcher of Status and Needs.

a. Informs dispatcher as to his/her status (e.g., out of service, in service, type of call, situational up-date, etc.);

b. Evaluates a situation to determine the nature of assistance needed:
   (1) type (e.g., officer in trouble, officer needs assistance, citizen assistance, etc.),
   (2) number of personnel needed, and
   (3) degree of urgency; and

c. Notifies dispatcher of the type of assistance needed (e.g., officer in trouble or officer needs assistance), exact location, and route to location.

Module History

Revised	10/04
Revised	04/06
Revised	01/10

Basic Training Module Specifications

Functional Area: II. Patrol Procedures

Subject Area: A. Patrol Operations

Module Title: 3. PATROL OPERATION ADMINISTRATIVE DUTIES

Hours: 1

Notes to Instructor:

Module Objectives:

II.A.3.1. Take Custody of Lost and Found Property.

a. Interviews finder of property to determine how property was found.

b. Explains to finder procedure for processing lost and found property.

c. Logs and tags the found property.

d. Classifies the found property pursuant to 1987 PA 273.

e. Prepares two reports, general and detailed, for found property other than that classified as junk or minor property.

f. Stores property in a secure location to prevent loss or damage.

g. Locates owner of property, if possible, by:
   (1) checking serial number and registration,
   (2) referring to identification located on found property, and
   (3) reviewing reports of larceny or lost articles.

h. Releases property to owner after requesting owner to identify property and sign a receipt.

II.A.3.1. Take Custody of Lost and Found Property. (continued)

i. Disposes of found property in the following sequence:
   (1) owner, if located;
   (2) finder;
   (3) law enforcement agency or government unit; or
   (4) charity.

j. Indicates disposition of property on property log or report.

II.A.3.2. Verify Vehicle Title Information.

a. Verifies location of VIN using reference documents (e.g., NATB manuals, etc.)

b. Locates the VIN on the vehicle.

c. Compares VIN with vehicle title to determine whether the numbers are the same.

d. Determines whether the vehicle title or VIN has been altered.

e. Checks the VIN through LEIN to determine if the vehicle is stolen or wanted.

f. Completes form documenting that vehicle title corresponds to the vehicle when that is the case.

Basic Training Module Specifications

Functional Area: II. Patrol Procedure

Subject Area: B. Ethics In Policing and Interpersonal Relations

Module Title: 1. ETHICS IN POLICING

Hours: 4

Notes to Instructor:

This module should be taught after Constitutional Law.

The Michigan Commission on Law Enforcement Standards has formally adopted the IACP Law Enforcement Code of Ethics. The Commission requires that ethics be an integral part of all recruit training. The law enforcement "Code of Ethics" must be distributed as a reading assignment, and related to the pertinent objectives (e.g., II.B.1.4.a (3)).

The methods listed in objectives II.B.1.7. were not meant to be all inclusive. Instructors should expand this area and create scenarios that will allow the recruit to apply different techniques. We suggest the "not so obvious" situations for these exercises.

Module Objectives start on next page:

Module History

Revised 12/01

II.B.1.1. Demonstrate an Understanding of the Relationship Between the Police Officer and the Public in our Form of Government.

a. Describes the overall legal constraints that the police officer works within:
   (1) the Federal and State Constitutions,
   (2) statutes, and
   (3) court decisions.

b. Describes the police officer as an agent of the government.

c. Describes that many of the constraints on police behavior are guided by:
   (1) Attorney General opinions;
   (2) prosecutor policy and procedures;
   (3) departmental policy; and
   (4) community concerns.

d. Describes that there is a public trust attached to a police officer in that the people expect officers to:
   (1) be competent in the performance of their duties;
   (2) serve the public good, not act for personal gain;
   (3) perform in a non-discriminatory manner and not give preferential treatment; and
   (4) treat people fairly not abusing the power of the position.

II.B.1.2. Demonstrate an understanding of the Role of Ethics in Performing the Duties of a Police Officer.

a. Defines ethical behavior as a standard of conduct when dealing with others that reflects the public trust attached to a police officer.

b. Describes police work as an occupation that involves a series of choices, made on a daily basis, that may be judged right or wrong (e.g., accepting a series of small favors that may result in the officer not taking appropriate action at a later time).

c. Describes how an officer's personal beliefs and biases may affect behavior (e.g., A police officer's "pro-choice" belief may affect actions taken at a "pro-life" picket of an abortion clinic).

d. Describes the unwritten influences that may affect ethical behavior such as:
   (1) peer and organizational pressure;
   (2) cynicism;
   (3) going along to get along;
   (4) us versus them mentality;
   (5) code of silence; and
   (6) "noble causes"(e.g., the ends justifies the means).

e. Describes the impact of ethical behavior on officer safety(e.g., the unethical behavior of sleeping on duty could result in the officer being killed or injured).

II.B.1.3 Demonstrate an Understanding of the Role of Ethics in the Relationship Between the Police Officer, the Organization, and the Public.

a. Describes the ethical conflicts that may occur between the officer and the organization based on:

(1) department traditions and customs;
(2) influences from peers(e.g., FTO, senior officers, first line supervisors, etc.);
(3) disparate treatment of rookie officer(e.g., rookie officer more likely to be terminated for unethical behavior).

b. Describes the conflicts that may occur between expectations of the community and the officer's personal beliefs(e.g., expectation that there will be stricter enforcement of laws in dealing with "outsiders" as opposed to locals).

II.B.1.4. Demonstrate an Understanding of How Ethical Behavior Promotes Professionalism.

a. Describes the characteristics of a profession as:
(1) intensive training or study, with an identifiable academic field of knowledge;
(2) devotion by all members towards self-improvement;
(3) standards of conduct or a code of ethics;
(4) a license or certificate to practice; and
(5) self-policing of professional standards.

b. Describes how officers must behave to promote professionalism:
(1) have pride in themselves, their work, and appearance;
(2) use proper language, profanity is always unprofessional;
(3) be responsible for their actions;
(4) give and earn respect;
(5) be competent in doing their job; and
(6) not take things personally which are said or done to them.

II.B.1.4. Demonstrate an Understanding of How Ethical Behavior Promotes Professionalism. (continued)

c. Describes why officers should be examples of high ethical and moral standards:
   (1) to promote professionalism in law enforcement,
   (2) to gain respect, support and confidence of peers and the public;
   (3) to maintain a sense of self-worth and pride in being a law enforcement officer; and
   (4) to provide a positive role model to the community and peers.

d. Describes how officers can establish an ethical foundation by:
   (1) acquiring personal character that is comprised of:
      (a) habits of just behavior;
      (b) habits of trustworthiness;
      (c) integrity, being the same person in private as in public;
      (d) honesty; and
   (2) taking responsibility;
   (3) doing what you say your going to do; and
   (4) having the courage to do the right thing.

II.B.1.5. Demonstrate an Understanding of the Relationship Between the Use of Discretion and Ethical Behavior as it Applies to the Enforcement of Laws.

a. Describes discretion as the freedom to act or make decisions:
   (1) without supervision;
   (2) within constraints of law and policy; and
   (3) in a reasonable manner.

b. Demonstrates an understanding that full enforcement of the laws is not always possible by recognizing:
   (1) to do so would ultimately lead to inefficient and ineffective use of resources;
   (2) it would likely create a hostile relationship with the public; and
   (3) that warnings are sometimes more appropriate than an arrest or citation.

II.B.1.5. Demonstrate an Understanding of the Relationship Between the Use of Discretion and Ethical Behavior as it Applies to the Enforcement of Laws. (continued)

c. Describes guidelines officers should consider for the use of discretion as:
   (1) whether there was a clear violation of the law;
   (2) the nature of the offense;
   (3) the relative seriousness of the injury, if any;
   (4) the degree of intent to commit the offense;
   (5) the likelihood to commit future offenses; and
   (6) the ability to achieve a better solution to the problem(e.g., warning may change the behavior and/or the victim may be satisfied with counseling the offender).

d. Describes the positive aspects of the proper use of discretion as:
   (1) increases the effectiveness of police-community relations;
   (2) allows the department to adjust its priorities to community needs;
   (3) allows for reasonableness to become part of the criminal justice system;

e. Describes the negative aspects of inappropriate use of discretion:
   (1) the officer may be placed into a position of having to justify not affecting an arrest or issuing a citation;
   (2) the public perception may be that there is something wrong or the officer is corrupt in handling duties;
   (3) it may result in a lazy officer;
   (4) it may allow unscrupulous officers to use prejudices and bias as criteria for their duty related actions; and
   (5) it could be used as a method of corruption.

II.B.1.5. Demonstrate an Understanding of the Relationship Between the Use of Discretion and Ethical Behavior as it Applies to the Enforcement of Laws. (continued)

f. Describes factors that could lead to abuse of discretion and/or authority:
(1) a person's race, sex, age, national origin, religion, etc.;
(2) economic, social or political status;
(3) appearance or personal characteristics;
(4) speech patterns(e.g., accents, communication skills, etc.);
(5) perceived intelligence level;
(6) perceived attitude;
(7) the personal convenience of the officer; and
(8) the officer's personal values.

II.B.1.6. Demonstrate an Understanding of Behavior That Could Result in Compromising an Officer's Credibility, Public Trust, and/or Employment Status.

a. Describes the primary reasons why officers may act unethically by:
(1) experiencing momentary lust, greed, or selfishness;
(2) rationalizing bad decisions;
(3) being afraid of "paying the price" for doing the right thing(e.g., being ostracized by peers); and
(4) engaging in "noble causes"(e.g., do anything to convict a serious offender, for the good of society) .

b. Describes behaviors that are destructive to an officer's character such as:
(1) accepting gratuities, gifts or other benefits;
(2) mistreating people, physically or emotionally;
(3) abusing alcohol or other substances;.
(4) violating the law;
(5) participating in the code of silence;
(6) lying;
(7) not accepting responsibility for one's actions; and
(8) committing sexual improprieties.

II.B.1.6. Demonstrate an Understanding of Behavior That Could Result in Compromising an Officer's Credibility, Public Trust, and/or Employment Status. (continued)

c. Describe methods for handling unethical and/or illegal behavior on the part of a fellow officer as:
   (1) expressing verbal disapproval of minor infractions with the officer;
   (2) reporting continued minor infractions to a supervisor;
   (3) reporting serious misconduct to a supervisor immediately;
   (4) preventing criminal behavior, if possible, and reporting it to a supervisor immediately; and
   (5) identifying a mentor the officer can turn to for advice and guidance(e.g., fellow officer, department chaplain, supervisor, psychologist, etc.).

d. Describe the following formal sanctions that could result from unethical behavior:
   (1) verbal reprimand,
   (2) written warning,
   (3) suspension,
   (4) dismissal,
   (5) criminal charges,
   (6) civil liability.

II.B.1.7. Describe Some Methods That Will Assist in Making Ethical Decisions.

a. Describes the Appearance Test as asking the question; Would a reasonable person, who knew all the relevant facts and circumstances, judge that this act created an appearance of impropriety?

b. Describes the Conflict of Interest Test as asking the question; Would a person, with knowledge of all the relevant facts, question your impartiality in this situation?

c. Describes the Ends-Means Test as asking the questions;
   (1) is the end good;
   (2) can the means work;
   (3) is there a less harmful alternative; and
   (4) does it undermine some equal or more important value?

Law Enforcement Code of Ethics

As a law enforcement officer, my fundamental duty is to serve the community; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation and the peaceful against violence or disorder; and to respect the constitutional rights of all to liberty, equality and justice.

I will keep my private life unsullied as an example to all and will behave in a manner that does not bring discredit to me or to my agency. I will maintain courageous calm in the face of danger, scorn or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed both in my personal and official life, I will be exemplary in obeying the law and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.

I will never act officiously or permit personal feelings, prejudices, political beliefs, aspirations, animosities or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or ill will, never employing unnecessary force or violence and never accepting gratuities.

I recognize the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of police service. I will never engage in acts of corruption or bribery, nor will I condone such acts by other police officers. I will cooperate with all legally authorized agencies and their representatives in the pursuit of justice.

I know that I alone am responsible for my own standard of professional performance and will take every reasonable opportunity to enhance and improve my level of knowledge and competence.

I will constantly strive to achieve these objectives and ideals, dedicating myself before God to my chosen profession . . . law enforcement.

THE INTERNATIONAL ASSOCIATION OF CHIEFS OF POLICE

Basic Training Module Specifications

Functional Area: II. Patrol Procedure

Subject Area: B. Ethics in Policing and Interpersonal Relations

Module Title: 2. LAWS PERTAINING TO CIVIL RIGHTS AND HUMAN RELATIONS

Hours: 2

Notes to Instructor:

Instructors for this module should review and be familiar with the Ethics and Cultural Diversity modules.

Module Objectives:

II.B.2.1. Demonstrate an Understanding of Title VII of the 1964 Civil Rights Act (42 USC 2000e, et. seq.)

a. Describes the main provision of the Act as making discrimination on the basis of race, color, religion, sex or national origin a violation of the Act.

b. Identifies four ways discrimination may occur:
   (1) intentional or "evil intent" behavior that targets individuals because they belong to a certain group;
   (2) disparate treatment (i.e., individuals are treated differently because of race, color, etc.);
   (3) disparate impact (i.e., an activity or behavior that on its face appears to be non-discriminatory, but the end result is discriminatory) (e.g., A 5'8" height requirement for police officers appears non-discriminatory, but the impact is to eliminate many Asian-Americans from police jobs); or
   (4) denial of an accommodation which includes a disability and religion as categories entitled to an accommodation.

II.B.2.1. Demonstrate an Understanding of Title VII of the 1964 Civil Rights Act (42 USC 2000e, et. seq.) (continued)

c. Describes the law generally applying to:
   (1) employers with more than fifteen employees who engage in interstate commerce; and
   (2) federal, state, and local political subdivisions and educational institutions.

d. Identifies the provision for administrative proceedings and adjudication by the Equal Opportunity Employment Commission (EEOC)

II.B.2.2. Identify the Key Elements of Michigan's Elliott-Larsen Civil Rights Act (MCL 37.2101).

a. Compares Elliott-Larsen to Title VII and describes it as:
   (1) broader in scope in that it:
      (a) covers all employers in the state of Michigan;
      (b) includes height, weight, arrest record, and marital status;
      (c) provides for a wide range of injunctive relief and monetary damages; and
      (d) provides for administrative proceedings and adjudication by the Michigan Department of Civil Rights; and
   (2) specifically defines sexual harassment.

b. Describes Section 29 of the Michigan Constitution as:
   (1) creating the Michigan Civil Rights Commission; which
   (2) gives civil rights and their enforcement constitutional authority.

c. Identifies the responsibility of the Michigan Civil Rights Department which includes:
   (1) receive, initiate, and investigate, complaints;
   (2) conciliate, adjust, dispose of, issue charges, and hold hearings on complaints;
   (3) approve or disapprove plans to correct past discriminatory practices; and
   (4) require interrogatories, order submission of books, papers, records and other pertinent materials.

II.B.2.2. Identify the Key Elements of Michigan's Elliott-Larsen Civil Rights Act (MCL 37.2101). (continued)

d. Describes the civil penalties for violation of the Act (Sec 605).
   (1) injunctive relief,
   (2) unlimited compensatory damages,
   (3) attorney fees, and
   (4) other relief the Commission deems appropriate(e.g., suspension of a liquor license of a bar owner who discriminates).

e. Identifies retaliation against someone for filing a complaint as unlawful.

II.B.2.3. Demonstrate an Understanding of Title II of the Americans With Disabilities Act (42 USC 12101).

a. Identifies discrimination based on disability in regards to participation in, and/or benefits from, any program, service or activity as a violation of the Act.

b. Defines a person with a disability as someone who has:
   (1) a physical or mental impairment that substantially limits one or more of the major life activities;
   (2) a record of such an impairment; or
   (3) is regarded as having such an impairment (i.e., perceived impairment).

c. Interacts with persons with disabilities (e.g., general public, victims, suspects, witnesses or arrestees);
   (1) using appropriate officer safety procedures;
   (2) applies appropriate restraints;
   (3) provides access to police information, programs, and publications; and
   (4) maintains confidentiality of medical information (e.g., knowledge that a person has AIDS cannot become public information).

II.B.2.3. Demonstrate an Understanding of Title II of the Americans With Disabilities Act (42 USC 12101). (continued)

d. Describes guidelines for interacting with persons with disabilities:
   (1) recognizes symptoms and appropriate medical and emotional support for people experiencing seizures;
   (2) shows sensitivity to and appropriate support in aiding people who are mobility challenged;
   (3) arranges for interpreters for the speech and/or hearing impaired; and
   (4) provides access to professional support systems for the mentally disabled;

e. Identifies the difference between characteristics common to certain disabilities (e.g., epilepsy, diabetes, deafness, etc.) and those associated with:
   (1) antisocial behavior,
   (2) criminal behavior, and
   (3) reaction to alcohol or drug abuse.

II.B.2.4. Demonstrate an Understanding of the Persons with Disabilities Civil Rights Act (MCL 37.1101, et. seq.).

a. Identifies discriminatory practices, policies, and customs against individuals with disabilities as unlawful.

b. Defines a disability as a determinable physical or mental characteristic of an individual or a history of the characteristic that causes substantial limitation to one or more major life activities, which may result from disease, injury, congenital condition of birth, or functional disorder (MCL 37.1103).

c. Describes the Act as covering anyone who:
   (1) has a disability,
   (2) has a history of a disability, or
   (3) is regarded as having a disability.

d. Identifies MCL 37.1302 as pertaining to the delivery of public services.

II.B.2.4. Demonstrate an Understanding of the Persons with Disabilities Civil Rights Act (MCL 37.1101, et. seq.). (continued)

e. Compares MCL 37.1302 to Title II of the ADA and identifies that:
(1) the language is more general in nature;
(2) the language parallels each other; and
(3) the Civil Rights Commission uses the ADA specific language for interpretation.

f. Describes officer responsibility when interacting with those with a disability to:
(1) identify the disability or perceived disability;
(2) acknowledge that there is a "duty to accommodate"; and
(3) make a reasonable accommodation.

II.B.2.5. Demonstrate an Understanding of Michigan's Ethnic Intimidation Statute (MCL 750.147b).

a. Defines Ethnic Intimidation as hate/bias crimes with the malicious and specific intent to intimidate or harass another person because of that person's race, color, religion, gender, or national origin and;
(1) causes physical contact with another person; or
(2) damages, destroys, or defaces any real or personal property; or
(3) threatens by word or act, to:
(a) do either or both of the above; or
(b) there is reasonable cause to believe the act will occur.

b. Describes ethnic intimidation as a felony punishable by a maximum 2 years imprisonment, and/or a fine of $5000.

c. Describes the civil remedies available to victims of intimidation as:
(1) civil action which may be brought regardless of the outcome of any criminal action;
(2) damages 3 times the actual damages or $2000 whichever is greater;
(3) damages for emotional distress;
(3) reasonable attorney fees; and
(4) injunctive relief.

II.B.2.5. Demonstrate an Understanding of Michigan's Ethnic Intimidation Statute (MCL 750.147b). (continued)

d. Distinguishes between hate crimes and other confrontations by:
   (1) identifying and documenting all the elements necessary to prove ethnic intimidation;
   (2) identifying visible symbols of hate (e.g., a Nazi swastika, burning cross, etc.);
   (3) obtaining accurate quotes of suspect's statements;
   (4) documenting the suspect's actions;
   (5) identifying the absence of other, non-hate motives (e.g., no evidence of a personal conflict); and
   (6) identifying a group or organization the suspect belongs to (e.g., neo-Nazi Skinheads, KKK, etc.).

e. Describes the reporting requirements mandated by Public Act 319 as:
   (1) police agencies and sheriff departments shall report to the Department of State Police hate/bias crimes based upon:
      (a) race,
      (b) ethnic origin,
      (c) religion,
      (d) gender, or
      (e) sexual orientation.

Module History:
Revised Jan 2009

Basic Training Module Specifications

Functional Area:	II.	Patrol Procedure
Subject Area:	B.	Ethics in Policing and Interpersonal Relations
Module Title:	3.	CULTURAL COMPETENCE AND SEXUAL HARASSMENT
Hours:	8	

Notes to Instructor:

This training module was designed to be administered by instructors with current expertise in *cultural competence*. The module addresses culture, prejudice, cross-cultural communication, and sexual harassment. The expectation is that individual instructors will contribute relevant detail in the form of lesson plans, resource materials, and practical exercises, to facilitate an interactive learning environment in the classroom. If practicable, this module should be administered using the "team teaching" model, involving a diverse pair of instructors.

The ability of a law enforcement officer to work and effectively communicate in various cultures is an important attribute and invaluable skill. Many believe the first step toward nurturing this ability is having the recruits participate in a self-assessment exercise to better understand their own culture and view of the world. Once they realize how their own culture and life experiences shape the way they think, perceive, and behave, they can better understand and accept the thought process, perception and behavior of individuals from different cultures.

Accordingly, the first training objective in this module contains exercises that are meant to cause the recruits to explore their own culture and realize how culture can influence the performance of official duties. Although basic knowledge acquisition is an important component of any training, the focus of this module should be on experiential (contextual) learning and interactive training in the classroom. For cultural competence training to be effective, it must have an emotional impact on the recruits.

Recruits will also be subjected to a variety of role plays and practical exercises throughout their basic training experience. These practical exercises provide a great opportunity to expose the recruits to realistic and relevant issues involving culture.

When covering discrimination (II.B.3.7.) and sexual harassment (II.B.3.13. - II.B.3.16.), instructors should reference the relevant legal modules (II.B.2.1. and II.B.2.2.), including the academy's policy regarding harassment. Instructors shall also reference the legal module II.B.2.5. when discussing ethnic intimidation.

Module Objectives Start On Next Page

II.B.3.1. Participate in Facilitated Discussions Regarding Culture

a. Using an interactive classroom exercise that causes each recruit to explore and assess their own culture, actively participates in a facilitated discussion on culture, including:
   (1) the officer's own culture and views of the world;
   (2) the culture and world views of others (e.g., other recruits, groups in the officer's policing area, employing LE agency personnel, etc.);
   (3) how culture may affect behavior and perception; and
   (4) culture-based behavior that may complicate or impede the normal law enforcement steps of resolving the situation (e.g., touching and personal space issues, eye contact, male officer addressing a female citizen directly, etc.).

b. Using a table-top scenario or a video clip that depicts a law enforcement officer's response to an incident involving individuals from a different culture, actively participates in a facilitated discussion of the incident by evaluating the officer's ability to:
   (1) recognize different cultures;
   (2) identify the cultural issues involved in the incident;
   (3) perform official duties in an unbiased manner;
   (4) effectively communicate with individuals from different cultures;
   (5) recognize how culture may affect subject, witness, and officer behavior and perception; and
   (6) differentiate suspicious behavior from behavior likely attributed to culture.

Notes to Instructor

Participating in these discussions first will help provide the foundation upon which the recruits can build on as the remaining objectives are taught. For paragraph "a," instructors shall cause the recruits to individually explore and assess their own culture and view of the world by facilitating the "Who am I?" classroom exercise (refer to Handout #1 in Facilitator Guide).

For paragraph "b," instructors shall generate a group discussion with the recruits by debriefing a law enforcement scenario involving cultural issues. Ask questions like "why is culture an issue in this scenario," "who benefits from officers being able to effectively communicate across cultures," "is officer safety compromised by differences in culture," and "how does culture affect the behavior of the officer, subject, and witnesses."

Understandably, the recruits will not have all the answers to the instructors' questions, but will nevertheless be able to identify some of the key issues and make valuable contributions to the discussions. The intent is for the instructors, through meaningful class discussions, to pique the recruits' interests on this topic, and provide meaning and context for the objectives that follow.

Additionally, it is generally accepted that adult learners pay more attention to classroom topics and training materials when they clearly understand the personal benefit associated with the new information. This seems to be especially true for law enforcement personnel, including recruits.

II.B.3.2. Demonstrate an Understanding of the Basic Nature of Culture.

a. Realizes that culture is:
   (1) an external or conscious part that includes:
      (a) customs, clothing,
      (b) language, food,
      (c) rituals, behaviors, etc.;
   (2) an internal or unconscious part that includes:
      (a) beliefs,
      (b) thought patterns,
      (c) core values,
      (d) shared views acting as the major determinate of behavior;
   (3) a coping system that makes life easier by:
      (a) organizing the world into meaningful/manageable parts;
      (b) defining appropriate behavior;
      (c) establishing a "social comfort zone";
      (d) providing common ground that allows for effective communication;
      (e) providing survival skills to manage difficult situations and reduce stress; and
   (4) an issue of pride.

b. Defines culture as the totality of socially shared and transmitted values, behavior patterns, traditions, arts, religious beliefs, customs, dress, institutions, history, folklore, and all other products of human behavior and thought characteristics of a particular community or population.

c. Understands that law enforcement officers are members of a sub-culture within society that:
   (1) shares in the overall culture of the society;
   (2) holds distinctive characteristics that may be separate from society ; and
   (3) involves shared values (including, but are not limited to):
      (a) officer safety and loyalty to each other;
      (b) courage, integrity, and honesty;
      (c) ingrained suspicion of others;
      (d) unique sense of humor; and
      (e) decisiveness or a "take charge" mentality.

d. Considers how the "police culture" may negatively affect community relations if it involves:
   (1) cultural preference and low tolerance for diversity;
   (2) ethnocentrism,
   (3) stereotyping and prejudice;
   (4) racism;
   (5) xenophobia; and
   (6) a defensive posture or attitude and the “us versus them” mentality.

Notes to Instructor:

For II.B.3.2 (a), instructors should facilitate a classroom discussion about culture. This discussion could involve participation from members of the community groups who can relate personal experiences regarding cultural issues and interactions with law enforcement in the relevant policing area. For paragraphs "b" and "c," instructors should facilitate a classroom discussion highlighting the positive and negative aspects of the police culture. This discussion could involve participation from veteran officers from local law enforcement agencies who can relate personal experiences regarding cultural issues involved in law enforcement. These experienced officers could also illustrate how working as a law enforcement officer can affect perception and judgment over time.

II.B.3.3 Demonstrate an Understanding of a Multi-Cultural Society.

a. Understands that society in the U.S. is a mosaic:
   (1) which is composed of many different and unique cultures; with
   (2) each contributing to the total cultural makeup of our society (e.g., our laws, music, art, language, and literature reflect this diversity).

b. Assesses the demographic patterns in the United States as constantly changing (e.g., between 1992 and 2000 racial groups increased by: White - 5.2%; African American - 14.6%; Hispanic - 38.6%; Asian and others - 40.1%).

c. Considers the impact of these changing patterns upon law enforcement agencies and officers in terms of the necessity for:
   (1) the agency's workforce to be representative of the community's cultural makeup, and
   (2) officers to achieve cultural competence within both the community and law enforcement agency.

d. Illustrates the demographic patterns and cultures that make up the recruits' living and working environment.

Notes to instructor:

For paragraphs "a" and "b," instructors should illustrate the national demographic patterns with up-to-date information. Instructors can assess current data on the official U.S. Census Bureau web site (www.census.gov).

Where possible, paragraph "d" is meant to address the specific local groups in the area the officer will likely live and work. If the recruit is a pre-service candidate, then the recruit should consider the demographic patterns and cultures that make up the academy area for this objective. The history behind the cultures might be especially beneficial to the recruits, adding the "why" behind many of the customs and beliefs of the local groups they will encounter on patrol.

II.B.3.4 Describe the Benefits of Understanding Diverse Cultures That Make Up The Officer's Living and Working Environment.

a. Recognizes the personal benefits of cultural competence as helping the officer:
   (1) be more effective in performing duties;
   (2) improve interpersonal communication;
   (3) strengthen relationships within the community;
   (3) demonstrate professionalism; and
   (4) enhance officer and citizen safety by creating a safer environment.

b. Recognizes the organizational benefits of cultural competence as:
   (1) creating a professional atmosphere for the department;
   (2) reducing citizen complaints and enhancing agency reputation;
   (3) strengthening the department through greater community support;
   (4) greatly reducing the "us versus them" attitude; and
   (5) enhancing community policing efforts.

II.B.3.5. Demonstrate an Understanding of Stereotyping.

a. Defines stereotype as a standardized mental picture held by an individual or group:
   (1) about other individuals and groups who are deemed “different”;
   (2) which is an oversimplified opinion, attitude, or belief;
   (3) which overlooks individuality; and
   (4) which assumes members of the group have similar characteristics.

b. Explains stereotyping behavior as the act of forming an oversimplified positive or negative mental picture which is:
   (1) uncontested and unchallenged;
   (2) about things or persons the individual is categorizing at a given time;
   (3) accepted as "fact" while the individual may not even be aware the process is going on at the time; and
   (4) universal (i.e., we all engage in stereotyping).

c. Identifies sources of stereotypical beliefs as:
   (1) parents,
   (2) mass media,
   (3) educational system,
   (4) peer groups (e.g., other officers),
   (5) institutions (e.g., law enforcement agency), and
   (5) individual experiences with individuals or groups.

II.B.3.6. Demonstrate an Understanding of the Characteristics of Prejudice.

a. Defines prejudice as an opinion or judgment:
   (1) based upon information supplied through stereotyping;
   (2) preconceived, and strongly-held; and
   (3) usually adverse, emotionally charged, and highly resistant to change.

b. Realizes the impact of prejudice on behavior as:
   (1) not inherently harmful; but
   (2) creating harm when acted upon through:
      (a) difference in treatment;
      (b) hurtful or demeaning language;
      (c) physical violence;
      (d) an infringement on civil liberties; or
      (e) failure to act when required or appropriate.

I.B.3.7. Demonstrate an Understanding of How Prejudice Influences Behavior.

a. Realizes how prejudices left uncontested and unchallenged may transform into destructive behavior (e.g., discrimination, racism, sexism, ethnicism, etc.).

b. Describes the characteristics of prejudicial behavior as:
   (1) an assignment of some type of inferiority to the subject(s);
   (2) an assignment of superiority given to the owner(s) of the prejudice;
   (3) often unintentional, and occurring individually or institutionally; and
   (5) leading to discrimination (e.g., assigning women officers only to juvenile duties).

c. Recognizes how prejudicial behavior may occur in law enforcement:
   (1) individual officers may be prejudice and demonstrate discriminatory behavior;
   (2) the department may create and carry out prejudicial disparity through its policies, procedures, or practices (e.g., racial profiling); or
   (3) community groups may create pressures to perform in a discriminatory manner.

II.B.3.8. Communicates Across Cultures Effectively.

a. Evaluates the community the officer is working in and distinguishes the various cultures and customs of its people.

b. Acknowledges that community groups possess cultural traits such as:
   (1) relationship with nature (e.g. is there a sacred/supernatural kinship to the earth - [Native American] or is there a desire to control nature with science and technology - [Euro American]?);

II.B.3.8. Communicates Across Cultures Effectively. (continued)

(2) time focus (e.g. focus on connection with heritage and history - [African American], or focus on relationships rather than time - [Latino-American]);
(3) family (e.g. communal, family oriented, paternalistic - [Asian American] or individualistic, self interest - [Euro American]); and
(4) non-verbal communication (e.g. direct eye contact, physical distance - [Euro American] or deferred eye contact and physical closeness - [Latino American]).

c. Realizes that among different groups and cultures there are commonly held values (e.g., safety, security, family, sense of community, etc.).

d. Applies the knowledge of group values and traits to effectively communicate by:
(1) respecting the values and religious beliefs of the group;
(2) listening carefully to what is being communicated;
(3) empathizing, not sympathizing (i.e., showing understanding, not showing pity);
(4) considering the ethnic and cultural perspective of the individual(s) involved;
(5) avoiding stereotyping based on gender, race, or ethnic background;
(6) monitoring one's own tone of voice, body language and gestures;
(7) recognizing shared values with others;
(8) paying appropriate attention to cultural influences during professional interactions;
(9) basing decisions or actions on professionally responsible and unbiased criteria;
(10) considering the individual's merit in an un-prejudiced manner; and
(11) understanding the context in which a communication occurs (e.g., comments made to a friend in private may be inappropriate when made in the presence of others).

e. Realizes that effective cross-cultural communication does not require an officer to compromise officer safety or abandon appropriate patrol procedures.

II.B.3.9. Demonstrate an Understanding of Barriers to Effective Cross-Cultural Communication.

a. Describes problems officers may encounter during cultural contacts:
(1) assumptions that there are sufficient similarities among peoples of the world to make communication easy;
(2) differences in language (language barriers);
(3) non-verbal misinterpretations (body language, social distances, etc.);
(4) preconceptions and stereotypes;

II.B.3.9. Demonstrate an Understanding of Barriers to Effective Cross-Cultural Communication. (continued)

(5) a tendency to approve or disapprove the statements or actions of another group based upon one's own value system; and
(6) anxiety associated with interacting with unfamiliar cultures.

b. Recognizes officer behaviors that may cause problems in a cross-cultural contact:
(1) sarcasm, put-downs or wise cracks related to judgmental or stereotyping prejudices;
(2) demeaning or disrespectful attitude or manner (e.g. facial contortions, disrespectful gestures, etc.);
(3) use of slang terms, foul language, or racial epithets/slurs (e.g. "boy", "beaner", "spic", "wop", "red man", "cracker", etc.)
(4) mimickery or mockery of an individual's personal and unique differences (e.g. mimicking the accent or responses of a person's speech);
(5) use of distancing terms (e.g. "you people," “your kind," etc.)
(6) demonstrating fear or hatred of strangers or foreigners (e.g. "so what planet are you from?);
(7) use of blaming or scapegoating to make up for a sense of helplessness in communication efforts (e.g. "why can't you speak English like the rest of us?”).
(8) attempting to copy mannerisms, or using "street talk" in trying to become accepted by the group;
(9) unintentional statements that demonstrate the officer lacks cultural competence; and
(10) police procedures and protocols that are offensive to certain cultures (e.g., touching to direct or escort, violating personal space, etc.).

c. Initiates a personal action plan that will assist in lessening one's own prejudices:
(1) develop networks with people from cultures most frequently encountered;
(2) find colleagues who have a good understanding of people and discuss interpersonal relations in the community;
(3) resolve to accept and see the differences in cultures and affirm them as unique and positive;
(4) review one's own culture and world views with the intent to eliminate any prejudices and stereotypes;
(5) reassess personal “police culture and values”;
(6) challenge discriminatory remarks, racial or ethnic slurs, and help create an environment that prohibits these actions;
(7) participate in cultural groups and their festivals, special celebrations, etc.; and
(8) maintain professionalism in the face of prejudice and racism.

II.B.3.10. Interact With Co-workers and Supervisors, Within the Law Enforcement Organization, in an Unbiased Manner.

a. Demonstrates sensitivity with regard to differences in socio-economic background, race, gender, sexual orientation, religious affiliation, etc.

b. Demonstrates respect for others in language, gestures, and actions.

c. Recognizes the subtle forms of prejudicial behavior and discrimination such as:
   (1) resistance to officers in the minority caused by:
      (a) unsupported beliefs that minority officers are not as competent; and
      (b) unfounded fears that minority officers will disturb the cohesiveness of the work group;
   (2) "tokenism" in the form of employing very small numbers of minority officers to give the appearance of equality which results in:
      (a) a tendency for the "tokens" to be kept separated and alienated;
      (b) continual stress of always being on display; and
      (c) minority group blame, what one minority officer does will reflect on all minority officers; and
   (3) discrimination in:
      (a) assignments,
      (b) information dissemination,
      (c) assistance to career advancement, and
      (d) being singled out for discipline.

II.B.3.11. Demonstrate an Understanding of Cultural Competence.

a. Summarizes cultural competence as a set of behaviors, attitudes, and policies that enable officers and agencies to work effectively in cross-cultural situations:
   (1) officer and agencies acquiring knowledge about individuals and groups of people that make up the policing area; and
   (2) integrating this knowledge about individuals and groups of people into specific policies, practices, and protocols applied in the performance of law enforcement duties and while interacting with the community.

II.B.3.12. Demonstrate an Understanding of the Law Regarding Sexual Harassment.

a. Recognizes behavior that may constitute sexual harassment as:
   (1) unwelcome sexual advances,
   (2) requests for sexual favors, and
   (3) other verbal or physical conduct of a sexual nature.

II.B.3.12. Demonstrate an Understanding of the Law regarding Sexual Harassment. (continued)

b. Realizes such behavior becomes illegal when:
   (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment (i.e., Quid Pro Quo);
   (2) submission or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual (i.e., Quid Pro Quo); or
   (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

c. Describes the law as applicable to officers in their interaction with the public (e.g., an officer frequents a restaurant and continually makes sexual remarks to a waitress).

II.B.3.13 Demonstrate an Understanding of the Causes of Sexual Harassment

a. Recognizes gender issues that contribute to the problem such as:
   (1) male roles assigned by society (e.g., compete to win at any cost, decision maker, protector/provider);
   (2) female roles assigned by society (e.g., cooperate to avoid conflict, nurturing and responsibility for emotional care of family, pregnancy, and child care) and;
   (3) the extension of these issues into the police culture which results in:
      (a) changing role expectations,
      (b) fear that women are competing for jobs traditionally thought of as a mans job,
      (c) confusion about the boundaries of proper conduct because of the work setting, and
      (d) inappropriate behavior such as sexual jokes, and touching that is meant to show acceptance.

b. Describes the "power" issues as they relate to sexual harassment as:
   (1) using one's position to request dates or sex;
   (2) exclusion from certain work activities;
   (3) subservient status;
   (4) insensitive interruptions; and
   (5) failure to remove harasser from the situation after it is reported.

II.B.3.14. Demonstrate an Understanding of the Costs Associated with Sexual Harassment.

a. Considers the impact on victims in terms of:
   (1) emotional pain felt by the victim;
   (2) psychological stress and physical ailments;
   (4) low productivity and morale;
   (5) stigma attached to reporting misconduct; and
   (6) resignation/termination from the department.

b. Describes organizational costs in terms of:
   (1) depressed work environment (e.g., lack of trust),
   (2) low productivity,
   (3) tarnished reputation,
   (4) job turnover, and
   (5) monetary awards to victims through civil action.

c. Describes the impact on the accused in terms of:
   (1) psychological stress;
   (2) low productivity;
   (3) departmental discipline;
   (4) personal liability;
   (5) tarnished reputation; and
   (6) possible loss of job.

II.B.3.15. Demonstrate an Understanding of the Responsibility Assumed in Preventing Harassment.

a. Illustrates the organizations responsibility as:
   (1) developing policy and procedures which clearly state the organizations posture on discriminating behavior;
   (2) training all personnel in the recognition of offensive behavior, resolution options, and personal liability associated with such behavior; and
   (3) investigating all harassment complaints fairly and disciplining wrong doers.

b. Describes individual complaint resolution options as:
   (1) personally addressing the offender;
   (2) reporting the complaint to a supervisor or designated individual within the organization;
   (3) contacting the labor representative;
   (4) seeking the services of a private attorney; and
   (5) filing a complaint with the EEOC, Michigan Civil Rights Commission, or Circuit Court.

c. Describes the responsibility for eliminating harassment in the workplace as shared between, management, supervision, line officers and staff.

Notes to Instructor:

The following organizations are supportive resources to academy personnel regarding: training material, up-to-date demographical data, and instructor availability:

Anti-Defamation League (www.adl.org)
Contact Person - Betsy Kellman (bkellman@adl.org or 248-353-7553)

Michigan Department of Civil Rights (www.michigan.gov/mdcr)

Michigan Alliance Against Hate Crimes (http://miaaha.com)

U.S Census Bureau (www.census.gov)

U.S. & World Population Clocks (http://www.census.gov/main/www/popclock.html)

Community Relations Service (CRS), a component of the U.S. Department of Justice. CRS, created by the Civil Rights Act of 1964, is the only federal component dedicated to assist state and local units of government, private and public organizations, and community groups with preventing and resolving racial and ethical tensions, conflicts, and civil disorders, with the intent of restoring racial stability and harmony. Web Site: www.usdoj.gov/crs ; Contact Information: Conciliation Specialist Valentina C. Seeley [Valentina.Seeley@usdoj.gov or (313) 226-4010].

Module History:
Revised 04/07
Revised 05/10

Basic Training Module Specifications

Functional Area: II. Patrol Procedure

Subject Area: B. Ethics in Policing and Interpersonal Relations

Module Title: 4. INTERPERSONAL SKILLS

Hours: 8

Notes to Instructor:

II.B.4.9. Instructors should present "Communication Access Needs: A Presentation for Law Enforcement Officers" videotape (Michigan State Police Media Production Center, April 2001). Students should be provided with "Communication Guide for Law Enforcement Officers" (DHS Publication 181).

The Civil Rights Division of the U.S. Department of Justice has developed many resources regarding the law enforcement response to people with disabilities, including resources that address communicating with people who are deaf or hard of hearing. These resources include videotapes, pocket guides, and other printed materials and are available free of charge by contacting the ADA Information Line at (800) 514-0301 (voice), (800) 514-0383 (TTY), or on the ADA website at www.ada.gov .

Module Objectives:

II.B.4.1. Demonstrate an Understanding of the Importance of Effective Communication in Policing.

a. Acknowledges that effective communicators are better police officers because they:
   (1) create a good working environment;
   (2) foster police and community relations;
   (3) obtain more information from co-workers, citizens and suspects;
   (4) promote professionalism;
   (5) solve more crimes;
   (6) resolve more community problems;
   (7) have a higher plea/conviction rate; and
   (8) are respected by their peers.

II.B.4.2. Demonstrate an Understanding of The Basics of Communication.

a. Defines effective communication as an interactive exchange of thoughts, messages, information, emotions, and attitudes between people where a degree of understanding takes place.

b. Describes communication as an interrelated process consisting of:
   (1) the sender encoding the message;
   (2) a method for transmitting the message;
   (3) the receiver decoding the message;
   (4) noise or other distracters (i.e., anything that reduces the accuracy of the communication); and
   (5) non-verbal aspects of the communication (i.e., body language)

c. Describes the impact of the communication process on understanding as:
   (1) seven percent being accredited to the actual words;
   (2) thirty eight percent to the way it was said; and
   (3) fifty five percent to the non-verbal aspects.

d. Describes the role personal values play in the communication process (i.e., officers must be aware of their own values and respect the values of others).

e. Describes factors that affect communication:
   (1) an adequate self-concept;
   (2) understanding perceptions;
   (3) the ability to be a good listener;
   (4) the skill of expressing one's thoughts and ideas clearly;
   (5) the ability to cope with emotions, such as anger, in a functional manner; and
   (6) the willingness to disclose oneself to others.

II.B.4.3. Apply Techniques that will Enhance Listening Skills.

a. Distinguishes between hearing what is said and understanding what is being communicated; the effective listener interacts with the speaker in developing meaning and reaching understanding.

b. Applies techniques to improve listening skills:
   (1) encourage people to talk by:
      (a) using open ended questions;
      (b) managing body position and stance; and
      (c) choosing an appropriate environment.
   (2) stop talking (e.g., allows silence);
   (3) keep an open mind;
   (4) give your undivided attention to the speaker;
   (5) withhold judgement;
   (6) search for unexpressed meaning; and
   (7) utilize reflective listening techniques (i.e., practices empathy, paraphrases, and summarizes)

c. Observes non-verbal communication cues that may indicate a more accurate meaning (e.g., does nervousness indicate deception or just being uncomfortable?).

II.B.4.4 Identify Verbal and Non-verbal Behavior That Indicates Potential Hostility.

a. Describes verbal cues that may indicate potential violence such as:
   (1) loud voice,
   (2) profanity,
   (3) threatening words, and
   (1) angry tone.

b. Describes non-verbal cues that may indicate potential violence such as:
   (1) red flushed face,
   (2) hyperventilation,
   (3) shaking,
   (4) clenched fists,
   (5) rigid body,
   (6) fixed stare,
   (7) hesitation to move as commanded.

c. Is aware that inappropriate behavior for the circumstances may indicate potential violence (e.g., "gut feeling" that something isn't right or a police officer's sixth sense).

II.B.4.5. Demonstrate an Understanding of Methods for Conflict Resolution.

a. Distinquishes between the:
   (1) emotional aspects (e.g., anger, distrust, defensiveness, fear, rejection, etc.); and
   (2) substantive aspects (e.g., conflicting needs, disagreements over policies, etc.) of a conflict.

b. Describes the first step in conflict resolution is to deal constructively with emotions by:
   (1) treating the other person with respect;
   (2) listening until you experience the other side; and
   (3) stating your views, needs, and feelings.

II.B.4.5. Demonstrate an Understanding of Methods for Conflict Resolution. (continued)

c. Identifies six methods that are used to resolve the substantive aspects of a conflict:
   (1) denial (i.e., denying the existence of a problem);
   (2) avoidance (i.e., withdrawing from the situation or act if the problem does not exist);
   (3) accommodate (i.e., giving in);
   (4) dominate (i.e., imposing one's own solution on the other person).
   (5) compromise (i.e., each party settles for less than what they really want); and
   (6) collaborative problem solving (i.e., parties join together to find a solution to the problem) using a six step process:
      (a) define the problem in terms of needs, not solutions;
      (b) brainstorm possible solutions;
      (c) select the solution(s) that will meet both parties needs and look at consequences;
      (d) plan who will do what, where and by when;
      (e) implement the plan;
      (f) evaluate the process and how the solution is working.

II.B.4.6. Identify Situations That Are Likely to Cause Severe Stress or Crisis for Citizens.

a. Crimes or acts affecting the victims vulnerability/loss of control, such as:
   (1) rape,
   (2) burglary/robbery,
   (3) death threat,
   (4) elderly victim living alone, and
   (5) severe traffic crash.

b. Domestic violence, child abuse, and elder abuse.

c. Delivery of emergency messages to family (e.g., death, serious injury).

d. Missing persons, particularly children, mentally ill, or emotionally impaired.

II.B.4.7. Describes the Mental States that Persons in Crisis May Exhibit.

a. High anxiety or emotional shock, either:
   (1) agitated and/or very active; or
   (2) stunned, inactive and depressed.

b. Denial, which is a protective mechanism that prevents too much from happening too fast.

c. Anger, which is a response to frustration.

d. Remorse has elements of guilt and sorrow (e.g., phrases such as "If I had only....").

e. Grief is the first real stage of healing.

f. Reconciliation occurs when the crisis is resolved and the person returns to a state of equilibrium.

II.B.4.8. Demonstrate an Understanding of Techniques Used to Communicate with Persons in Crisis.

a. Acknowledges the ordeal for the Victim and reassures his/her immediate safety (e.g., You have been through a terrible ordeal, you are **safe now.**).

b. Utilizes active listening techniques such as allowing silence, offering reflective comments, and providing timely clarifications and summaries.

c. Uses diversion reality questions to assist the person in crises to concentrate or ventilate (e.g., How many people live here with you?).

d. Poses simple choices to help victims regain some sense of control (e.g., Would you like a friend or victim advocate called?, or Would you like a glass of water?).

e. Provides options and/or directions.

f. Explains procedures that will follow.

g. Shows awareness of non-verbal cues; eye contact and body posture, that can be valuable in reducing crisis symptoms.

II.B.4.9. Demonstrate an Understanding of Techniques Used to Communicate with Deaf or Hard of Hearing Persons

a. Identifies signs that a person may be deaf or hard of hearing, such as:
   (1) points to ear and then mouth as a sign for "deaf;"
   (2) does not respond or responds inappropriately;
   (3) often asks speaker to repeat self;
   (4) obvious hearing aids;
   (5) international symbol of deafness or the word "deaf" on the back of driver's license (MCL 257.310); and/or
   (6) approved "Communication Access Needs" visor or wallet card.

b. Recognizes appropriate steps to aid communication, such as:
   (1) face the person and speak slowly;
   (2) use pen and pad if the person cannot lip-read;
   (3) do not shine flashlight into person's face while talking;
   (4) keep sentences simple and clear; and
   (5) do not place obstacles in front of face or mouth when speaking.

c. Recognizes officer safety concerns, such as:
   (1) person may not respond to requests or commands;
   (2) person may make quick movements when reaching for pen and paper; or
   (3) officer positioning when interacting with vehicle driver or occupants.

d. Understands additional or differing procedures for arrests:
   (1) obtaining Nationally Certified or State Qualified Interpreter for police or legal proceedings (ADA Rehabilitation Act of 1973 Section 504, PA 204 of 1982);
   (2) obtaining qualified interpreter prior to reading the Miranda Warnings (MCL 393.505); and
   (3) recognizing that handcuffing may remove the person's only means of communication.

II.B.4.9. Demonstrate an Understanding of Techniques Used to Communicate with Deaf or Hard of Hearing Persons
(continued)

e. Describes officer behaviors that may cause problems in a contact with deaf or hard of hearing persons, such as:
(1) mimicry or mockery of an individual's personal and unique differences;
(2) use of distancing terms (you people; your kind)
(3) demonstrating fear or hatred of deaf or hard of hearing persons;
(4) use of blaming or scapegoating to make up for a sense of helplessness in communication efforts; or
(5) unintentional statements that demonstrate a lack of awareness or concern for the communication barriers.

II.B.4.10. Deliver Emergency Messages (e.g., Injuries, Death).

a. Requests assistance from other parties (e.g., clergy, family, friends, victim support teams).

b. Communicates emergency message to proper recipient, providing all necessary information in a concerned and dignified manner.

II.B.4.11. Establish Rapport with People While on Patrol.

a. Displays courteous and friendly attitude to citizens on patrol.

b. Talks to citizens (e.g., business persons, community group members) by:
(1) introducing himself/herself, and
(2) asking citizens about their needs for law enforcement assistance.

c. Listens to questions from the public in a patient, courteous manner (e.g., avoids interrupting person, asks questions to clarify what information is desired).

d. Responds to questions from the public by:
(1) providing or obtaining accurate information to answer the question,
(2) referring the person to appropriate information source, or
(3) advising person that information is confidential.

Module History

Revised September 2001
Revised May 2005
Revised July 2006

Basic Training Module Specifications

Functional Area: II. Patrol Procedures

Subject Area: B. Interpersonal Relations and Conflict Mediation

Module Title: 5. CIVIL DISPUTE

Hours: 1

Notes to Instructor:

Use role-playing.

Module Objectives:

II.B.5.1. Approach the Scene of a Civil Dispute.

a. Evaluates information received about dispute (e.g., dispatch information, information from witnesses, information from other officers) to determine potential dangers in situation.

b. Approaches site of dispute in a cautious manner (e.g., does not stand in front of door or windows, looks for means of escape).

c. Observes and listens for unusual conditions upon arrival at dispute (e.g., fresh damage to property).

II.B.5.2. Manage a Civil Dispute.

a. Identifies complainant if unable to locate disputants.

b. Requests assistance through dispatcher if situation warrants additional strength.

c. Enters site of dispute cautiously (e.g., introduces himself/herself, observes for all possible weapons).

d. Separates disputants, if possible.

e. Listens to both sides of dispute without taking sides to determine source of dispute.

II.B.5.3. Resolve a Civil Dispute.

a. Advises disputants (e.g., in labor and management, landlord/tenant, or repossession disputes) of alternative courses of actions:
   (1) civil remedies,
   (2) prosecution,
   (3) filing a suit in small claims court, etc.

b. Protects safety of disputants and officer(s).

c. Mediates civil dispute to satisfaction of disputants, if possible.

d. Arrests disputant in volatile on-going dispute when a violation of a law occurs.

Basic Training Module Specifications

Functional Area: II. Patrol Procedure

Subject Area: B. Ethics in Policing and Interpersonal Relations

Module Title: 6. VICTIM RIGHTS

Hours: 2

Notes to Instructor:

For the responding officer, the circumstances of each crime scene or criminal situation will differ. The appropriate response to victims of crime will be shaped by the facts of each specific situation. Accordingly, officers will be required to prioritize their tasks within the context of each call.

Module Objectives:

II.B.6.1. Demonstrate an Understanding of the Nature of Victimization.

a. Defines a "victim" as anyone who, through no fault of their own, suffers direct or threatened:
   (1) harm (physically or mentally),
   (2) economic or financial loss,
   (3) impairment of fundamental rights.

b. Recognizes that immediate family members, friends, and others close to the victim may experience vicarious traumatization.

c. Recognizes that victims need to:
   (1) feel safe,
   (2) express their feelings, and
   (3) know "what comes next."

d. Describes behaviors victims may display at the scene, including:
   (1) anger;
   (2) fear;
   (3) powerlessness;
   (4) self-blame;
   (5) denial;
   (6) sadness; and/or
   (7) no outward behavioral change may occur.

II.B.6.1. Demonstrate an Understanding of the Nature of Victimization. (continued).

e. Recognizes that there may be a variety of immediate physical reactions to victimization, including:
   (1) rapid breathing;
   (2) rage;
   (3) fixed stare;
   (4) loud voice;
   (5) headache;
   (6) shaking; and/or
   (7) nausea.

f. Recognizes that secondary victimization may occur as the victim interacts with the criminal justice system.

g. Recognizes that secondary victimization may include children witnessing domestic abuse, homicide, rape, etc.

Notes to Instructor:

Some domestic violence victims may minimize or even deny the violence. They may rationalize the assailant's behavior and attempt to justify it.

II.B.6.2. Identify Situations That Are Likely to Cause Severe Stress or Crisis for Crime Victims.

a. Describes how various crimes may affect the victim's vulnerability/loss of control, crimes such as:
   (1) sexual assault,
   (2) OWI-related deaths,
   (3) death threats,
   (4) elder abuse,
   (5) domestic violence,
   (6) hate bias crimes,
   (7) homicide, or
   (8) child abuse.

b. Delivers emergency messages to the family by:
   (1) delivering the notification in person;
   (2) using a volunteer advocate, when available;
   (3) being sensitive to the reactions of those receiving the news;
   (4) using interpersonal communication techniques; and
   (5) being aware that certain situations may call for a heighten awareness for officer safety.

c. Recognizes that missing persons, particularly children, the mentally ill, or the emotionally impaired will experience severe stress.

II.B.6.3. Describes the Mental Stages that Persons in Severe Crisis May Experience.

a. Describes the mental stages in a severe crisis as:
   (1) high anxiety or emotional shock, either:
      (a) agitated and/or very active; or
      (b) stunned, inactive and depressed.
   (2) denial, which is a protective mechanism that prevents too much from happening too fast;
   (3) anger, which is a response to frustration;
   (4) remorse, which has elements of guilt and sorrow (e.g., phrases such as, "If I had only…")
   (5) grief, the first real stage of healing; and
   (6) reconciliation, which occurs when the crisis is resolved and the person returns to a state of equilibrium.

b. Recognizes that mental stages can vary by person and type of crime.

c. Recognizes that victimization is not limited to any race, sexual orientation, age, educational level, or occupation.

II.B.6.4. Advise Victims of Their Rights Under the William Van Regenmorter Crime Victims Rights Act.

a. Advises the victim of a reported crime within 24 hours of the initial contact of the following (MCL 780.753):
   (1) the availability of emergency and medical services, if applicable;
   (2) the availability of victims' compensation benefits and the compensation board's address;
   (3) the address and phone number of the prosecuting attorney; and
   (4) the required statement regarding information on the status of the case.

b. Recognizes that the law enforcement agency having responsibility for investigating a reported crime shall promptly return to the victim property belonging to that victim, except property that is:
   (1) contraband;
   (2) in dispute regarding ownership; or
   (3) needed as evidence (MCL 780.754).

c. Recognizes that within 24 hours after the arraignment of the defendant, law enforcement shall give notice of the following:
   (1) the arrest of the defendant;
   (2) the availability of pretrial release;
   (3) bond revocation procedures;
   (4) the phone number of the sheriff or juvenile facility; and
   (5) that the victim may contact the sheriff or juvenile facility to determine if the defendant has been released (MCL 780.755).

d. Recognizes that the Crime Victims Service Commission provides assistance to victims, in certain circumstances, which may include:
   (1) compensation for medical expenses;
   (2) funeral costs;
   (3) costs for counseling and rehabilitation; and
   (4) compensation for loss of earnings (MCL 18.351-368).

e. Recognizes the fundamental rights enumerated in the State of Michigan Constitution, Article I, Section 24, for the victims of crime.

f. Maintains the confidentiality of the victim’s address, place of employment, telephone number, etc.

II.B.6.5. Demonstrate an Appropriate Law Enforcement Response to the Victims of Crime.

a. Minimizes the effects of victimization by:
   (1) providing appropriate notifications;
   (2) actively listening;
   (3) avoiding inappropriate body language;
   (4) showing respect to the victim; and
   (5) reassuring the victim's immediate safety.

b. Avoids inappropriate interaction with the victim by NOT:
   (1) treating the victim as if they are different;
   (2) blaming the victim;
   (3) stating that the victim caused or deserved it; and/or
   (4) being judgmental.

c. Recognizes that factors outside the control of the officer may affect the response to victims, including:
   (1) department policies and procedures;
   (2) the officer's stress management capabilities;
   (3) county or local protocols (e.g., autopsies, child interviewing, etc.);
   (4) the availability of resources for assistance; and/or
   (5) time constraints from supervisory personnel.

d. Fosters victim confidence in the criminal justice system by:
   (1) maintaining confidentiality;
   (2) documenting statements and evidence;
   (3) preparing thoroughly for court
   (4) writing a complete criminal offense report (bring to court);
   (5) conducting post incident reviews; and
   (6) giving appropriate referrals.

II.B.6.6. Demonstrates an Understanding of the Role of the Victim Advocate.

a. Recognizes that the role of victim advocates includes:
   (1) providing crisis intervention services;
   (2) acting on behalf of the victim as their case moves through the criminal justice system;
   (3) making the appropriate referrals;
   (4) making sure that the needs of the victims are met;
   (5) providing orientation to the criminal court system;
   (6) helping the criminal justice system to accomplish its mission; and
   (7) providing appropriate notifications.

b. Identifies victim assistance programs as resources for victims, including:
   (1) victim service programs through the Michigan Sheriff's Association;
   (2) victim witness programs through county prosecutors' offices;
   (3) Michigan tribal victim assistance;
   (4) Crime Victim's Service Commission;
   (5) city and local victim advocates;
   (6) Michigan Crime Victim Notification Network; and
   (7) other victim advocacy programs (MADD, DV Hotline, Michigan Coalition Against Domestic and Sexual Violence, etc.).

c. Describes the role of victim advocacy in a coordinated community response to victimization by working with the assistance of:
   (1) emergency response personnel;
   (2) local emergency service providers;
   (3) court personnel;
   (4) medical personnel;
   (5) support groups; and/or
   (6) legal advocates.

Notes to Instructor:

The role of the victim advocate may differ depending on whether the advocate is prosecutor-based or agency-based. For example, advocates in most prosecutor's offices are not counselors. Generally, they act as a liaison between the victim and the legal system.

II.B.6.7. Deliver Death Notifications.

a. Recognizes that death or homicide situations will be much more intense emotionally than other types of trauma.

b. Requests assistance from other parties (e.g., clergy, family, friends, victim support teams) during notification.

d. Communicates the emergency message to the proper recipient, in person, providing all necessary information in a concerned and dignified manner.

e. Acts appropriately when delivering a death notification by:
   (1) knowing the details of the incident;
   (2) notifying the closest survivor;
   (3) being direct, compassionate, and unambiguous;
   (4) showing respect;
   (5) accepting the survivor's reactions;
   (6) showing empathy; and
   (7) providing appropriate assistance.

Module History:

Implemented	1/04
Revised	4/06

Basic Training Module Specifications

Functional Area: II. Patrol Procedures

Subject Area: C. Patrol Techniques

Module Title: 1. TYPES OF PATROL

Hours: 1

Notes to Instructor:

Module Objectives:

II.C.1.1. Demonstrate Familiarity with Patrol in a Vehicle Using a Variety of Techniques.

a. Describes:
   (1) random vs. directed patrol
   (2) proactive vs. reactive patrol
   (3) one vs. two-officer patrol
   (4) others including:
      (a) vehicles/dogs
      (b) off-road vehicles
      (c) snowmobiles
      (d) aerial

II.C.1.2. Patrol on Foot.

a. Patrols area on foot by:
   (1) using random pattern (e.g., avoids fixed routine),
   (2) frequenting areas of known problems, and
   (3) using correct beat walking techniques (e.g., next to building at night, next to curb during the day).

b. Maintains contact (radio and telephone) with base station.

Basic Training Module Specifications

Functional Area: II. Patrol Procedures

Subject Area: C. Patrol Techniques

Module Title: 2. PATROL AREA CHECKS

Hours: 4

Notes to Instructor:

Module Objectives:

II.C.2.1. Check Parks and School Grounds.

a. Identifies ordinances and laws related to prohibited activity in parks and on school grounds.

b. Patrols parks and school grounds at random times, checking secluded and problem areas for violations and illegal acts.

II.C.2.2. Search Unlocked Businesses and Dwellings For Signs of Illegal Entry.

a. Notifies dispatcher of unlocked building.

b. Secures building perimeter using backup unit(s), if necessary.

c. Visually checks outside of building for signs of entry (e.g., pry marks, broken windows, footprints, ladders).

d. Enters building in safe and cautious manner, checking for points of entry (e.g., entry from adjacent buildings and/or roof). (Addressed in detail in Responding to Crimes in Progress.)

e. Evaluates information gathered in search to determine next course of action (e.g., notifying owner, conducting further investigation, securing building).

II.C.2.3. Secure Buildings.

a. Physically examines access points of dwellings and business to ensure they are adequately secured.

b. Secures a dwelling or business.
   (1) notifies owner to secure dwelling or business.
   (2) determines appropriate method of securing dwelling or business, if owner is not available, based on visual and manual inspection.
   (3) secures the property (e.g., impounds portable property, nails or locks up fixed property).
   (4) notifies dispatcher to request further checking of secured property, when deemed necessary.

II.C.2.4. Check Individuals/Businesses For Compliance With Licensing Requirements.

a. Identifies those activities that require licenses (e.g., hunting, selling liquor, selling as a vendor, etc.).

b. Checks individuals/businesses for compliance with licensing requirements (e.g., examines and validates license, checks with licensing authority).

c. Takes appropriate enforcement action against violators of licensing requirements through appropriate authority.

II.C.2.5. Advise Property Owners or Agents of Potentially Hazardous Conditions.

a. Evaluates hazardous condition in terms of its severity (e.g., potential for physical danger to public).

b. Secures the area to prevent injury to people in the area.

c. Notifies owner or agent of:
   (1) hazardous condition,
   (2) actions to be taken, and
   (3) consequences of failure to comply with request.

d. Verifies that owner or agent has taken appropriate corrective action to correct hazardous condition.

e. Notifies proper non-police authorities if owner or agent fails to correct hazardous condition.

II.C.2.6. Notify Citizens of Damage to Their Property.

a. Determines ownership of property that has been damaged by checking appropriate records or talking to neighbors.

b. Notifies owners about nature and source of damage to their property using proper procedures (e.g., notifies owner in person or by phone, when available; requests neighbors or relatives to notify owner, when owner is unavailable).

II.C.2.7. Secure Vehicles.

a. Determines the degree of security required to secure the vehicle.

b. Secures vehicle using appropriate procedures (e.g., impounds vehicle, locks vehicle at scene, removes or secures valuables from vehicle interior).

c. Documents action taken in securing vehicle.

II.C.2.8. Investigate an Unattended Suspicious Vehicle.

a. Notifies dispatcher of location and registration number of suspicious vehicle.

b. Observes suspicious vehicle in its environment to identify possible criminal activity before approaching suspicious vehicle cautiously.

c. Investigates suspicious vehicle using proper procedures (e.g., views interior of vehicle for contraband or weapons, verifies identification of vehicle by checking VIN physically or through LEIN, reinvestigates vehicle if remains in same location).

d. Impounds suspicious vehicle if found to be wanted, stolen or a traffic hazard.

II.C.2.9. Follow a Suspicious Vehicle.

a. Determines whether vehicle should be followed by observing vehicle and occupants to check for unusual or illegal activities or circumstances (e.g., behavior that is consistent with reasonable behavior in such circumstances, erratic driving, jerky starting and stopping, furtive gestures, persons or vehicles matching descriptions).

b. Follows vehicle containing a suspicious person at an inconspicuous distance while observing for any illegal activity or verification of information on want/warrants.

c. Take appropriate enforcement action, if warranted.

II.C.2.10. Investigate Unusual Odors and Sounds.

a. Investigates unusual odors.
   (1) Determines nature, location, and source of an odor using sense of smell.
   (2) Notifies dispatcher of situation, providing all necessary information (e.g., nature and cause of odor).
   (3) Informs the appropriate non-police department or agency of the problem (e.g., public works, gas company, specialized units).
   (4) Secures area if environmental hazard exists.

b. Investigates unusual sounds.
   (1) Locates nature and source of a sound by listening and/or interviewing individuals (e.g., complainants, witnesses).
   (2) Notifies dispatcher of situation, providing all necessary information (e.g., informs dispatcher that sound is unfounded family dispute, automobile backfire, animal noise, etc.).
   (3) Takes appropriate action to terminate cause of sound.

II.C.2.11. Identify Wanted Vehicles or Persons.

a. Observes area, checking for any unusual activity or suspicious persons or vehicles.

b. Compares description of persons or vehicles to information on wanted persons/stolen vehicles lists.

c. Verifies identification of:
   (1) person by using driver's license, state identification card, etc., and
   (2) vehicle by using vehicle registration, and/or VIN.

d. Confirms validity of want/warrant prior to arrest or impoundment.

II.C.2.12. Interview Suspicious Persons.

a. Observes to determine that person's actions are suspicious (e.g., person makes furtive gestures and movements, person is in certain areas at inappropriate times).

b. Requests back-up assistance if determined necessary by considering number of persons, behavior of persons, and type of setting.

c. Approaches suspicious persons cautiously:
   (1) Selects a location advantageous to the officer;
   (2) stands with a minimum of exposure promoting weapon retention.

d. Interviews suspicious person by:
   (1) advising person of the reason for the interview;
   (2) asking person reason for being in the area; and
   (3) requesting identification from person, if deemed appropriate.

e. Frisks suspicious person when officer fears for personal safety.

f. Checks for wants and warrants, if deemed necessary.

g. Determines whether to terminate interview with suspicious person with an arrest or release based on information collected in interview.

II.C.2.13. Participate in Large Scale Area Search Parties.

a. Receives specific instructions from search coordinator (e.g., information on object sought and assigned area of responsibility).

b. Searches assigned area properly using a systematic approach (e.g., grid, circular).

c. Secures immediate area where any possible evidence is found without disturbing the object.

d. Notifies search coordinator that possible evidence has been located, while staying at location of found object.

e. Documents actions taken in search.

II.C.2.14. Escort Money, Valuables or People to Provide Security.

a. Determines the nature of the escort and the destination.

b. Determines method for providing security during the escort e.g., route and alternate route, number of offices needed, etc.)

c. Notifies dispatcher of situation, providing all necessary information (e.g., location, destination, type of call, situational update).

d. Provides inconspicuous escort according to plan.

e. Coordinates with other agencies to protect persons and/or items.

II.C.2.15. Develop Informants Using Field Contacts.

a. Talks to people on the beat in a courteous and professional manner.

b. Listens to people on the beat to establish field contacts (e.g., avoids interrupting them, allows them to give their opinions, shows an interest in their concerns).

c. Explains to people on the beat how exchanging information with officers will be beneficial to everyone in order to encourage people to become field contacts.

Module History:

Revised 04/07

Basic Training Module Specifications

Functional Area:	II.	Patrol Procedures
Subject Area:	C.	Patrol Techniques
Module Title:	3.	RESPONDING TO CRIMES IN PROGRESS
Hours:	4	

Notes to Instructor:

This is an overview only. Extensive coverage of search, evidence collection, etc. are taught in Investigation.

You may want to use crime-in-progress role-playing with lead and backup officers.

Integrate use of firearms and defense tactics.

Module Objectives start on next page:

Module Objectives:

II.C.3.1. Respond to Crimes in Progress.

a. Determines whether crime is "in progress" and nature of the target (e.g., auto, building, machine, etc.), based on information from dispatch, etc.

b. Determines if a weapon is involved.

c. Assesses the situation while approaching the scene by:
   (1) planning a safe approach:
      (a) protection for officer(s),
      (b) possible apprehension of suspect,
      (c) opportunity to observe the scene,
      (d) prevents creating a hostage situation by allowing an escape route.
   (2) observing for unusual activities, persons, or vehicles in vicinity,
   (3) determining if backup assistance is needed, and
   (4) determining what and how equipment will be utilized upon arrival at the scene (e.g., use of shotgun, flashlight, portable radio, emergency lights and sirens; positioning and use of patrol vehicle for officer's protection).

d. Notifies dispatcher of status and need for assistance.

e. Coordinates approach to scene with other officers to insure that possible suspect(s) escape route are covered.

f. Approaches crime "in progress" scene cautiously (e.g., parks a distance away and observes)

II.C.3.2. Conduct an Initial Investigation at a "Crime in Progress" Scene.

a. Establishes control of perimeter.

b. Searches "crime in progress" scene from perimeter before entering a building or protected area.

c. Systematically searches interior of "crime in progress" scene for suspect(s) and evidence of a crime.

d. Provides first aid to injured person(s) and request medical aid, if necessary.

e. Detains suspect(s), if at scene, using proper field stop and frisk procedures. (Addressed in detail in Mechanics of Arrest and Search.)

f. Assesses all collected information to determine if a crime has occurred and if there is probable cause to continue the investigation. (Addressed in detail in Substantive Criminal Law.)

g. Arrest and search suspects if probable cause exists.

h. Solicits information to determine identification and location of suspect(s) if none are located at "crime in progress" scene.

i. Determines number of suspects, description, method and direction of escape, fruits of the crime, and any possible injuries.

j. Advises dispatcher by:
   (1) providing all available information regarding suspect, vehicle, weapon, method/direction of escape, and fruits of the crime, and
   (2) requesting that information be given as "be on the look out."

k. Gathers information to identify the complainant, suspect, witnesses, and any other related investigative facts (e.g., who, what, why, where, when, and how). (Addressed in detail in Report Writing and Investigation.)

l. Interviews complainant and witnesses to obtain and record all pertinent information regarding the crime.

II.C.3.3. Secure "Crime in Progress" Scene and Begin an Investigation.

a. Protects crime scene, if necessary, from destruction of evidence. (Addressed in detail in Collection and Preservation of Evidence.)

b. Searches the immediate area for suspects.

c. Requests assistance from support personnel (e.g., detectives, crime scene technician, and supervisor) according to department policy or procedure).

d. Conducts preliminary crime scene search, if crime scene technicians or follow-up personnel are not available. (Addressed in detail in Crime Scene Search.)

e. Collects and records any evidence found in preliminary crime scene search, if crime scene technicians or follow-up personnel are not available. (Addressed in detail in Collection and Preservation of Evidence.)

f. Canvasses area for further witnesses to the crime.

II.C.3.4. Direct Actions of Other Officers at a Scene of Action.

a. Assumes responsibility to direct activities as the first officer at a scene of action until properly relieved of command by a direct order or a superior officer.

b. Explains circumstances of situation to officer(s) arriving to assist.

c. Directs assisting officer(s) to perform specific assistance activity.

d. Communicates with assisting officer(s) at scene using radio, visual, or verbal means of communication.

II.C.3.5. Advise Victims of the Procedures for Prosecution.

a. Explains prosecution procedures to victim by:
   (1) telling victim that prosecution is voluntary, and
   (2) referring victim to proper authority (e.g., prosecutor, police investigator, city attorney).

Basic Training Module Specifications

Functional Area:	II.	Patrol Procedures
Subject Area:	C.	Patrol Techniques
Module Title:	4.	THE RESPONSE TO PERSONS WITH MENTAL DISORDERS
Hours:	3	

Note to Instructor:

The MCOLES designed this training to be administered by instructors with expertise in the law enforcement response to those with mental disorders and by practitioners or clinicians with a background in mental health services. A team-teaching approach can result in subject content that is both meaningful and contextual if provided by more than one discipline. The approach can also help build partnerships for a community based response to those needing services.

The expectation is that individual instructors will contribute relevant detail in the form of lesson plans and resource materials for this training.

The generic term "mental disorders" is used in this objective, which refers to a rather broad range of mental illnesses and developmental disabilities. As used in the text, the term includes mental and brain disorders, developmental disabilities, severe mental illness, neurological disorders, neurological impairments, psychiatric conditions, and severe emotional disorders. The intent is to move away from strict categorizations or definitions of mental illnesses and developmental disabilities.

The intent of this training is not to make officers diagnosticians or clinicians and inaccurate classifications of disorders at the scene can lead to inappropriate resolutions. Instead, the training should target the officer's ability to observe, and subsequently interpret, behavioral cues for an effective response and intervention.

Module Objectives start on the next page:

II.C.4.1. Define Mental Illness and Developmental Disability.

a. Defines *mental illness* as a disorder of thought, perception, or mood that:
   (1) significantly impairs judgment or the capacity to recognize reality;
   (2) impairs the ability to cope with the ordinary demands of life;
   (3) causes great distress to the individual affected;
   (4) covers a range of conditions; and
   (5) includes symptoms such as:
      (a) social withdrawal;
      (b) depression (a syndrome of sadness or hopelessness);
      (c) delusions (false beliefs not based in reality);
      (d) inappropriate expressions of feelings;
      (e) hallucinations (hearing, seeing, or feeling imaginary things);
      (f) hyperactivity or inactivity: and
   (6) is defined in Michigan law (MCL 330.1400).

b. Identifies certain types of mental illnesses, such as
   (1) schizophrenia, which significantly affects thinking and judgment;
   (2) major depression, including suicidal thoughts;
   (3) bipolar disorder, characterized as a long term mood disorder; and
   (4) dual diagnosis disorders, where mental illness and substance co-occur.

c. Defines *developmental disability* as a condition that manifests itself in childhood and is characterized by:
   (1) sub-average intellectual development and functioning;
   (2) substantial physical or mental impairment (or a combination); and
   (3) substantial functional limitation in three or more of the following:
      (a) self care;
      (b) receptive and expressive language;
      (c) learning;
      (d) mobility;
      (e) self direction;
      (f) independent living; and
      (g) economic self sufficiency.

d. Identifies certain types of developmental disabilities, including:
   (1) autism, characterized by impaired social connections;
   (2) mental retardation (MCL 330.1100b), characterized by limited mental development;
   (3) Tourette's syndrome, often accompanied by repetitive movements;
   (4) Epilepsy (seizure disorders);
   (5) Alzheimer's disease; and
   (6) deafness and hard of hearing.

II.C.4.1. Define Mental Illness and Developmental Disability. (continued)

e. Recognizes that mental disorders may be accompanied by substance abuse, known as dual diagnosis or co-occurring disorders, which may mask the true underlying condition, causing difficulty in knowing which response is most appropriate at the scene.

Note to Instructor

The term "mental disorder" is difficult to define precisely and behaviors seldom fit into neat categories. Consider that consumers (those requiring services) may have more than one disorder or may also have a drug dependency, making it difficult to determine which symptoms result from which underlying problems. Sometimes a person with a developmental disability may also have a mental illness.

Mental illness can be defined as a substantial disorder of thought, perception, or mood that places the individual outside the realm of reality. Mental illness may develop at any point during an individual's lifetime and may sometimes be temporary and reversible. Mental illness is not connected to an individual's level of intellectual functioning and may not necessarily impair social adaptation.

A *developmental disability* is a condition that may occur from birth or early childhood, which prevents the individual from being fully independent.

Law enforcement officers will undoubtedly come in contact with those with developmental disabilities more and more as the future unfolds. For example, Dennis Debbaudt (researcher and consultant) and Darla Rothman (Maryland Police and Correctional Training Commission) indicate that people with developmental disabilities, particularly those with autism spectrum disorder (ASD), are seven times more likely to come in contact with law enforcement than others (*Contact With Individuals With Autism: Effective Resolutions,* by Dennis Debbaudt and Darla Rothman, Ph.D., FBI Law Enforcement Bulletin, 2001). Moreover, the word "development" should not be confused with the word "growth." Growth refers to an increase in physical size whereas development has multiple connotations, where its rate varies from individual to individual.

II.C.4.2. Identify Behaviors Associated with Mental Illness and Developmental Disability

a. Describes behaviors associated with mental illness, including:
   (1) behavioral cues, such as:
      (a) sitting and doing nothing;
      (b) having endless energy or grandiose plans;
      (c) hearing voices;
      (d) experiencing profound confusion;
      (e) displaying abnormal fear, panic, apathy, or aggression; or
   (2) verbal cues, such as:
      (a) a rapid flow of unrelated thoughts;
      (b) disorganized thinking;
      (c) experiencing delusions or hallucinations; or
      (d) speaking extremely slowly or repeating words.

b. Describes behaviors associated with developmental disabilities, including:
   (1) behavioral cues, such as:
      (a) inattention or inactivity (or both);
      (b) social withdrawal;
      (c) unexpected behavioral outbursts, such as screaming or laughing;
      (d) trying to appear more confident than they are;
      (e) anxiety or worry out of proportion to the feared event; or
   (2) verbal cues, such as:
      (a) slurred speech;
      (b) invented speech;
      (c) inability to express thoughts clearly;
      (d) an extreme desire to please those in authority; or
      (e) inappropriate laughing or giggling.

c. Recognizes certain medications used to manage symptoms of mental illnesses, such as:
   (1) selective serotonin reuptake inhibitors (SSRIs), e.g., Zoloft or Prozac;
   (2) antipsychotics, e.g., Haldol or Thorazine;
   (3) antianxiety drugs, e.g., Valium or Xanax; and
   (4) tricyclic antidepressants (TCAs), e.g., Lithium.

Note to Instructor

Emphasize that a very few individuals with mental disorders are actually dangerous or violent and that interpreting behavioral cues out of context may complicate the situation and lead to inappropriate responses.

Officers must never diagnose a mental disorder, but it is important to be able to identify the predominant symptoms, based on observed behavioral cues, that may indicate an underlying mental disorder. The better a practitioner is able to appropriately interpret the behaviors he or she observes at the scene, the better the response will be to meet the needs of the consumer. This understanding may lead to alternative, and perhaps more appropriate, methods of intervention or referral.

The professional research, including research from the American Psychiatric Association, demonstrates that, in general, "violent and criminal acts directly attributable to mental illness account for a very small proportion of all such acts in the United States. Most persons with mental disorders are not criminals, and of those who are, most are not violent" (Marzuk, *Archives of General Psychiatry,* 1996). In fact, many such encounters are often more violent for the consumer than for the responding officers.

II.C.4.3. Appropriately Respond to Situations Involving Those with Mental Disorders.

a. Recognizes that fear may be the predominate emotion at the scene and that consumers may be confused, may not hear what the officer is saying, or may misinterpret what the officer is saying.

b. Assesses the situation cautiously and safely, by:
   (1) obtaining relevant information from dispatch;
   (2) determining the nature of the call (criminal, mental disorder, both);
   (3) evaluating environmental cues (phone numbers, medications, etc.);
   (4) determining if alcohol or substance abuse is involved;
   (5) determining if assistance is needed for physical injury; and
   (6) recognizing dangerous behaviors or potentially dangerous behaviors.

c. Approaches the scene by:
   (1) maintaining safety through proper positioning and tactical approach;
   (2) maintaining a calm demeanor and not overreacting;
   (3) looking for weapons;
   (4) asking questions in a respectful manner;
   (5) maintaining personal space; and
   (6) understanding the importance of conducting a thorough investigation.

d. Stabilizes the scene by stopping any dangerous activity.

e. Uses proper communication techniques, including:
   (1) maintaining honesty, patience, and understanding;
   (2) not arguing, but asking questions more than once;
   (3) treating the consumer with respect and dignity;
   (4) asking about medications or prior hospitalizations;
   (5) maintaining a calm tone and low voice;
   (6) offering simple choices and asking direct questions;
   (7) officers should:
      (a) *avoid* making continuous direct eye contact;
      (b) *not* touch the consumer (unless safety requires it); or
      (c) *not* challenge hallucinatory or delusional statements; and
   (8) asking direct questions of family members or friends about:
      (a) threatened suicide;
      (b) medications or drugs; or
      (c) any history of hospitalizations or mental disorders.

Note to Instructor:

The stigma of mental disorder can be a label that follows an individual throughout his or her life, which may intensify social isolation. Such stigma can manifest itself as shame, guilt, and low self esteem. Law enforcement officers can help reduce this stigma by learning about mental disorders, learning how to respond appropriately, and knowing which partnerships in the community can help.

Officer safety is an essential component of any training. What may be missing from most safety training, however, is the concept that using proper safety tactics can also *slow* a rapidly evolving situation, which may allow for improved decision making at the scene. The idea is to emphasize what the officer can do to gain and maintain a reasonable advantage *before* and *durin*g such encounters.

Inviting a consumer to become part of the training cadre is an excellent way to prepare practitioners for an improved response. Consumers can provide personal insight as to what is happening as a particular situation unfolds.

II.C.4.4. Demonstrate an Understanding of Legal Authority to Act.

a. Describes provisions of the Michigan Mental Health Code, including:
   (1) a "person requiring treatment" (PRT) (MCL 330.1401) as a person who is mentally ill and who:
      (a) can reasonably be expected to intentionally or unintentionally seriously physically injure himself or others and has engaged in acts or made threats to support the expectation;
      (b) is unable to attend to basic physical needs;
      (c) has judgment that is so impaired that he or she is unable to understand the need for treatment and whose behavior will cause significant physical harm; or
      (d) has weakened mental processes because of age, epilepsy, or alcohol or drug dependence;
   (2) the authority to take a person with a mental disorder into custody or protective custody, provided:
      (a) the person has committed a criminal offense;
      (b) the person reasonably appears to be a person requiring treatment (MCL 330.1427);
      (c) the person is subject to a court order (MCL 330.1428); or
      (d) the person is in non-compliance with a court order (MCL 330.1475); and
   (3) the requirement to use that kind and level of force that would be lawful if the officer were affecting an arrest for a misdemeanor without a warrant (MCL 330.1427a).

b. Recognizes that the relevant provisions of the Americans with Disabilities Act (ADA), 42 USC 12010, et. seq., provide that no individual will be denied the benefits of public services, programs, or activities because of the disability.

c. Recognizes that the relevant provisions of Michigan's Persons with Disabilities Act (MCL 37.1101, et. seq.) prohibit discriminatory practices, policies, and customs in the exercise of rights.

d. Considers that protective custody is civil in nature and is not considered an arrest, but officers may take reasonable steps for self-protection, including a pat-down for weapons (MCL 330.1427a).

Note to Instructor:

Handling calls involving those with mental disorders can be complex and problematic for responding officers, calling on their ability to make appropriate decisions and to properly solve problems at the scene. A thorough knowledge of the legal authority surrounding such incidents is essential. Moreover, those with mental disorders deserve to be treated with dignity and officers must not act outside the bounds of their legal authority simply because it's easier or more convenient to do so at the time of the incident.

In real life situations, officers will be called upon to use higher order thinking (decision making) based upon a fundamental understanding of mental disorder issues and legalities. Understanding the elements of the law forms the foundation upon which the proper handling of such calls can be structured. Emphasize that Michigan's mental health statutes offer law enforcement officers additional options in making appropriate mental health decisions and referrals at the scene.

II.C.4.5. Transport People with Mental Disorders Using Proper Procedures.

a. Utilizes at least two (2) officers.

b. Uses the most secure vehicle and seating arrangement to make the transport (see objective I.C.4.6.).

c. Transports to the most appropriate facility depending on the nature of the situation (e.g., mental health facility, residential facility, lock-up, emergency room, etc.).

d. Recognizes the appropriate check-in procedures upon arrival.

e. Does not leave the person requiring services unattended.

Module History

Revised 5/08

Basic Training Module Specifications

Functional Area:	II.	Patrol Procedures
Subject Area:	D.	Report Writing
Module Title:	1.	OBTAINING INFORMATION AND PREPARING REPORTS
Hours:	12	

Notes to Instructor:

The MCOLES designed this training module to be administered by instructors with expertise in law enforcement report writing. The expectation is that individual instructors will contribute relevant detail in the form of lesson plans, resource materials, and practical exercises for this training module.

The ability of a law enforcement officer to write a report can be significantly improved through proper training and enough practice. Using writing exercises in the classroom, structured on reality-based scenarios, is essential for acquiring report writing skills. Although this is not an English course, the general rules of grammar, clarity, and sentence structure apply to law enforcement report writing, as expected outcomes include the ability to document incidents and to communicate effectively.

The training is also intended to enable students to better identify the issues and make appropriate decisions in determining what should be included in a written report when handling a call. Although basic knowledge acquisition is an important component of any training, the focus should be on experiential (contextual) learning and interactive training in the classroom.

Students will be subjected to a variety of role plays and practical exercises throughout their basic training experience. Therefore, MCOLES requires that students write reports a part of these exercises, particularly during training in domestic violence, child abuse, and traffic crash investigation, as reports in these areas are required by law.

Module Objectives start on the next page:

II.D.1.1. Participate in a Facilitated Discussion Regarding the Importance of Report Writing.

a. Using a table-top scenario or a video clip that depicts a law enforcement officer's response to a reported crime, actively participates in a facilitated discussion of the incident by evaluating:
   (1) relevant information that may be needed for the report;
   (2) how information can best be identified and collected at the scene;
   (3) why it is important to write complete, accurate reports; and
   (4) how context may affect report writing.

b. Explains the basic steps for an effective and meaningful report writing process, including:
   (1) gathering information;
   (2) recording information;
   (3) organizing information;
   (4) writing the report; and
   (5) reviewing the report.

Notes to Instructor:

Placing the facilitated discussion first is intentional. In the classroom, instructors can generate an interactive discussion with the students by asking questions like "why is a report necessary," "who is responsible for writing a report," "what information should be included," and "how can you best capture the true nature of the incident (context)." Understandably, the students will not have all the answers to the instructors' questions, but will nevertheless be able to make valuable contributions to the discussions. The intent is for the instructors, through such discussions, to provide meaning for the objectives that follow and to clarify misunderstandings.

A domestic violence situation may be particularly useful for the scenario in II.D.1.1., because of the complexities involved in such situations. An interactive discussion or class debate can provide context for both this objective and the report writing objectives that follow. Learning occurs when students encounter real problems that simulate work related situations. Report writing does not take place in isolation. It must be taught in its full context.

II.D.1.2. Identify the Common Characteristics of a Written Report.

a. Defines a report as any document, recorded on an agency or departmental form, or other approved medium, which is maintained as a permanent record.

b. Determines that written reports contain certain common components, including:
   (1) a section for filling-in the blanks or boxes, which typically captures information regarding:
      (a) incident location;
      (b) date/time of incident, complainant, and type of call;
      (c) victim, suspect, witness, and injury descriptors;
      (d) evidence, weapons, and arrests; and
      (e) addresses and contact phone numbers;
   (2) the report summary, which includes a brief, overall description of the incident and the actions taken by the primary officer;
   (3) the report narrative, which chronologically details:
      (a) who, what, where, when, how and why (if known);
      (b) the actions and observations of the responding officer; and
      (c) direct, circumstantial, and physical evidence; and
   (4) supplementary information, which includes:
      (a) verbatim written statements from the victim, witnesses, or complainants;
      (b) evidence collected at the scene;
      (c) photographs, crime scene sketches, or diagrams; and
      (d) the results of follow-up inquiries.

c. Determines that written reports, as effective means of communication, are used on the job for a variety of reasons, including:
   (1) the documentation of an incident or occurrence;
   (2) departmental follow-up investigations;
   (3) court testimony and case prosecution;
   (4) planning for future law enforcement services;
   (5) data collection for crime analyses and community policing initiatives;
   (6) risk management; and
   (7) information for setting conditions for pre-trial release.

d. Recognizes that the ability to write quality reports can enhance the professionalism of the officer and his or her agency, can improve the effectiveness of case prosecution, and can enhance the officer's promotional and professional opportunities.

II.D.1.2. Identify the Common Characteristics of a Written Report (continued).

e. Identifies the various types of written reports including,
   (1) administrative reports, which address internal functions of the department, such as:
      (a) internal operational memoranda;
      (b) the documentation of grievance procedures;
      (c) ongoing internal affairs investigations;
      (d) citizen complaints; and
      (e) staffing; and
   (2) operational reports, which document:
      (a) criminal offenses;
      (b) arrests;
      (c) investigations, including follow-up investigations;
      (d) traffic crashes; and
      (d) evidence tracking (chain of custody).

Notes to Instructor:

Although there are various types of written reports, and various uses for these reports, the emphasis of the training in this module is on *offense* reports.

For objective II.D.1.2., instructors should emphasize the common elements of the typical offense report and discuss the importance of documenting information within the context of a response to an incident. Instructors can build on what was discussed in objective II.D.1.1.

MCOLES suggests that instructors distribute various types of reports for class discussion.

Complete and accurate reports are necessary for the judicial process to proceed fairly. The report will reflect the direct knowledge of the responding officers and therefore must withstand critical review and legal scrutiny.

For example, for domestic violence situations, instructors should discuss the role of evidence-based prosecutions and the importance of identifying and documenting physical and circumstantial evidence at the scene to build a case. The purpose of an evidence-based prosecution is to introduce physical evidence of battering so the case does not rest *only* on the testimony or statements of the survivor. Therefore, great care ought to be taken by the primary officer to ensure completeness and accuracy when preparing the report.

II.D.1.3. Gather Information at the Scene for Reports.

a. Responds immediately to the scene of an incident and:
   (1) stabilizes the scene by stopping any dangerous activity;
   (2) determines if assistance or medical aid is needed;
   (3) calms victims and witnesses by maintaining a professional demeanor;
   (4) maintains officer safety and the safety of the participants;
   (5) recognizes dangerous or potentially dangerous behaviors; and
   (6) protects the crime scene.

b. Manages the scene by:
   (1) considering relevant information provided by dispatch;
   (2) determining the nature of the call (criminal or civil);
   (3) locating and identifying potential physical evidence at the scene; and
   (4) identifying victims, complainants, and witnesses;

c. Takes accurate field notes in preparation for the report by:
   (1) determining what happened;
   (2) asking relevant questions and repeating information back;
   (3) locating and documenting physical evidence;
   (4) documenting injuries and potential injuries;
   (5) separately interviewing those with information; and
   (6) separating facts from conclusions.

d. Recognizes that capturing the contextual nature of the incident will help others understand the significance of the suspect's behavior, or the victim's response to that behavior, so appropriate criminal justice interventions can occur.

e. Recognizes that field notes are the foundation of the formal written report and should be organized, neat, and accurate and will be examined and read by others, including supervisors, citizens, defense attorneys, and prosecutors.

Notes to Instructor:

Once on the job, officers will be writing reports under a wide variety of circumstances. Often, there will be pressure to hurry a report, or perhaps not include enough information in the report, so the officer can resume patrol or respond to the next call. There may even be a time lapse between gathering and obtaining information and actually writing the report. Ultimately, the students will experience such real world pressures once on the job. Instructors should prepare the students for such realities.

Emphasize that capturing the contextual nature of the incident is important as well. Offenses do not occur in isolation. Understanding context improves the system's response to victims of crime.

II.D.1.4. Organize Information in Preparation for Writing the Report.

a. Reviews field notes thoroughly to determine if:
   (1) additional information is needed;
   (2) clarifying questions are necessary;
   (3) all relevant descriptions are included;
   (4) the notes are organized properly; and
   (5) the notes contain facts only, with no officer opinions.

b. Determines the correct chronological order of events based on witness and victim statements and on physical evidence.

c. Identifies the proper headings in the report, depending on the nature of the call, by including sections for:
   (1) the summary;
   (2) the narrative;
   (3) weapons;
   (4) witness, victim, and suspect identifiers and descriptors; and
   (5) physical evidence

d. Reviews field notes to ensure that all relevant information is documented prior to writing the report, including:
   (1) multiple addresses for witnesses, victims, and complainants;
   (2) cell phone numbers;
   (3) information that may be the target of defense discovery;
   (4) alternative contact phone numbers and addresses;
   (5) information that assists in determining probable cause; and
   (6) information that helps create the context or the nature of the call.

Notes to Instructor:

Organizing information is an essential step that should be taken prior to writing a report. Students must take time to ensure that their field notes are complete, accurate, and organized properly. Use the MCOLES evaluation template as a guide for assessment.

Although it is the responsibility of the primary officer to take field notes and complete a report, it should be emphasized that the reports will be read and used by those who have no direct knowledge of the facts of a situation. Moreover, those who write reports must take into account all the potential uses of the report.

"Discovery" (d (3) above) generally refers to the legal burden placed on the prosecution to divulge exculpatory information to the defense. Information that may be favorable to the defendant must be included in the report in order for it to be complete. If such information is omitted, even by mistake, it will seem as if the reporting officer is trying to prejudice the situation in favor of the prosecution.

II.D.1.5. Prepare Reports.

a. Writes a report of a specific incident or occurrence that includes:
   (1) a summary of the events;
   (2) observations made by the officer at the scene;
   (3) the officer's investigation at the scene;
   (4) the elements of the offense, if a criminal matter;
   (5) suspect, witness, victim, and complainant identifiers;
   (6) photographs, crime scene sketches, and diagrams;
   (7) the status of the incident; and
   (8) written statements.

b. Properly fills-in the blanks or boxes in a formatted report form and includes all relevant information.

c. Includes accurate quotes from those involved by placing quotation marks around actual statements and does not use quotation marks when paraphrasing.

d. Uses correct grammar, standard English, and proper sentence structure, which includes:
   (1) using active voice, first person, past tense, for documenting the actions and observations of the officer;
   (2) using active voice, third person, past tense for documenting statements provided by the victims, witnesses, and complainants;
   (3) avoiding "this officer", "the undersigned", "this writer", etc.;
   (4) using proper names, instead of "the victim", "witness #1", etc.; and
   (5) ensuring there is grammatical agreement between verbs and subjects.

e. Prepares narratives, which will be read by others not at the scene, that are:
   (1) factual, where no information is intentionally altered;
   (2) complete, where all relevant information is included in the report;
   (3) clear, where there is no confusion when read by others;
   (4) concise, where the writer avoids using unnecessary words, repeating information, or including irrelevant information;
   (5) accurate, where the report reflects an objective accounting of relevant facts; and
   (6) timely, where the report is reviewed and turned-in as soon as possible.

Notes to Instructor:

The best way to learn how to write proper reports is to write many reports. The more a student is able to practice writing, in the manner taught, the better he or she will be as a report writer. Their abilities will improve over time. Therefore, instructors are urged to provide classroom practical exercises that provide the students with ample opportunities to write. A table-top scenario, or a video that depicts a real life incident and response, is an excellent way to provide fact patterns for the students to document in a report.

Headings are an important part of the report format and specific headings will be determined by the type of offense being documented. For some offenses, formatted report forms should be used (for example, the UD-10 or the standard domestic violence report form).

There are some headings that are common to most every law enforcement report. These include:

- Summary
- Venue
- Victim identifiers (including relationships)
- Suspect identifiers (including relationships)
- Witnesses identifiers (including complainant)
- Scene (a description and steps taken to protect it)
- Property
- Weapons
- Injuries (and whether anyone was transported)
- Evidence seized and secured (including circumstantial and exculpatory)
- Narrative (including contextual information)
- Officer observations and actions
- Status/Disposition
- Statements

Many agencies will have formatted report forms, often in electronic format, that will be compliant with Michigan Incident Crime Reporting (MICR) requirements. Types of records in MICR include administrative, offense, offender, victim, arrest, and property categories for reporting purposes. Information regarding the MICR program may be obtained from the Michigan State Police Criminal Justice Information Center.

II.D.1.6. Review and Submit Written Reports.

a. Recognizes the importance of a thorough review by the writer prior to submitting the report to others.

b. Reviews and edits the report, when necessary, to ensure that:
   (1) it is complete and contains all the essential information;
   (2) it is legible and professional in appearance;
   (3) all the blanks and boxes are appropriately completed and checked;
   (4) headings and sub-headings are used properly;
   (5) the report is clear and concise and does not include unnecessary information; and
   (6) the spelling and grammar are correct and the report is free from legalese or police jargon.

c. Ensures that all information is correctly copied from the field notes into the report form and makes additions or deletions as necessary for accuracy and completeness.

d. Submits the report in a timely manner and understands the importance of knowing and following individual agency policies and procedures regarding the responsibilities of report writing.

Module History

Revised 7/08
Reviewed 12/09

Basic Training Module Specifications

Functional Area: II. Patrol Procedures

Subject Area: E. Juveniles

Module Title: 1. DEALING WITH JUVENILE OFFENDERS

Hours: 4

Notes to Instructor:

Use role-playing in counseling juveniles. Taking physical control is covered in Police Skills. Court Rules changed the requirement of a parent or guardian being present for interviewing a juvenile.

Module Objectives:

II.E.1.1. Apprehend Juvenile Offenders.

a. Takes custody of a juvenile offender without a court order, when circumstances warrant, under one of the following conditions when:
   (1) found violating any law or ordinance;
   (2) conditions exist which would make the arrest lawful if the child were an adult;
   (3) the officer reasonably believes the child is evading the person or proper authority having legal custody;
   (4) conditions or surroundings under which the child is found are such as to endanger his health, morals, or welfare;
   (5) the officer continues a lawful arrest made by a private citizen.

b. Takes physical control of juvenile offender.

c. Determines the age of the offender by:
   (1) asking the juvenile;
   (2) asking the juvenile's parents, and/or
   (3) referring to records.

II.E.1.2. Detain and Transport Juvenile Offenders.

a. Detains the juvenile offender temporarily in compliance with state law:
   (1) isolates the juvenile from adult prisoners;
   (2) notifies the parent/legal guardian forthwith and records the notification;
   (3) photographs and/or fingerprints the juvenile when arrested for any of the 21 listed offenses.

b. Releases juvenile into custody of parent/guardian if case evaluation warrants (See Objective II.E.2.3.).

c. Requests detention of a juvenile in a juvenile detention facility or immediate arraignment in the Family Division of Circuit Court using the following criteria:
   (1) the juvenile's offense(s) is so serious that release would endanger the public safety;
   (2) at the request of a probation or parole officer;
   (3) the child is a runaway (usually must be serious circumstances);
   (4) the home conditions make immediate removal necessary.

d. Transports the juvenile offender to detention area or home isolated from adult prisoners.

II.E.1.3. Notify Parents/Guardians and/or Proper Authorities of a Juvenile Apprehension.

a. Notifies the parents, guardian, or custodian, if they can be found, immediately of the apprehension and requests their presence at the detention location.

b. Makes a written record of the names of persons notified and the manner and time of notification or reasons for failure to notify.

II.E.1.4. Inform Juvenile Offender of Miranda Rights Before Interrogation.

a. Gives juvenile offender Miranda rights before interrogation under the same circumstances as required for accused adults.

II.E.1.5. Counsel Juveniles.

a. Counsels a juvenile offender in the presence of or with the consent of the parent or guardian.

b. Discusses the situation with the juvenile by:
   (1) establishing rapport,
   (2) listening carefully,
   (3) maintaining objectivity,
   (4) asking questions to determine the main problem, and
   (5) explaining the consequences of the juvenile's actions.

c. Evaluates the information provided by juvenile to formulate possible solutions.

d. Discusses possible courses of action with the juvenile offender (e.g., seeking assistance from a referral agency, discussing problem with parents or clergy, petitioning to juvenile court).

e. Monitors progress of juvenile's situation after disposition, when appropriate, in person or by telephone.

Basic Training Module Specifications

Functional Area: II. Patrol Procedures

Subject Area: E. Juveniles

Module Title: 2. DEALING WITH THE FAMILIES OF JUVENILES

Hours: 2

Notes to Instructor:

Discuss social services agencies in lieu of court referral.

Trainees should be made aware of social service agencies in their area.

Module Objectives:

II.E.2.1. Conduct Parent-Juvenile Interview(s).

a. Interviews members of a family to identify possible problem areas and problem sources, using the following techniques:
   (1) interviews family members separately;
   (2) discusses the juvenile related problems;
   (3) discusses other possible problem sources within the family;
   (4) remains unbiased and tolerant of individual differences.

II.E.2.2. Determine the Course of Action Following Parent/Juvenile Conference.

a. Evaluates the totality of information to determine course of action considering:
   (1) nature of the offense;
   (2) age of the offender;
   (3) nature of the problem which led to the offense;
   (4) history of contacts or the use of physical violence; and
   (5) character of the offender and history of behavior in school, family, and peer group settings.

b. Selects the most appropriate course of action, choosing among:
   (1) release to parent(s)/guardian;
   (2) diversion with referral to a public or private agency;
   (3) petition to juvenile court;
   (4) requesting a waiver of jurisdiction to adult court.

c. Discusses possible courses of action with family if options exist, to determine their willingness to participate in a solution.

d. Monitors progress of family situation, when appropriate, in person or by telephone.

II.E.2.3. Inform Parent(s)/Guardian of the Status of the Juvenile Offender's Case at Time of Release.

a. Discusses with parent(s)/guardian of juvenile suspects or offender:
   (1) circumstances of case;
   (2) court proceedings, if any;
   (3) available referral agencies, if appropriate.

II.E.2.4. Confer With Juvenile Probation Officer.

a. Discusses case with juvenile probation officer providing:
   (1) facts and opinions about the case;
   (2) documentation to support opinions; and
   (3) possible courses of action (e.g., detention, relocation, mandatory counseling).

b. Controls emotions (e.g., is willing to accept juvenile probation officer's decisions, avoids arguing).

Basic Training Module Specifications

Functional Area: III. Detention and Prosecution

Subject Area: A. Receiving and Booking Process

Module Title: 1. SEARCHING AND FINGERPRINTING PRISONERS

Hours: 4

Notes to Instructor:

Students should understand that specific evidence and property procedures may vary between different law enforcement agencies in the state.

Actual hands-on skills of custodial searches will be covered in the Mechanics of Search and Arrest section.

Instructors should emphasize the proper care of equipment and the importance of taking acceptable fingerprints and palmprints during this block of instruction.

Trainees should be able to identify unacceptable fingerprints and palmprints

Module Objectives start on next page:

III.A.1.1. Conduct a Custodial Search.

a. Requests prisoner to remove all personal property.

b. Searches prisoner systematically, removing all property (e.g., belt, money, jewelry, contraband, etc.).

c. Observes restrictions when conducting strip searches of person arrested for a misdemeanor or an offense punishable by civil fine (MCL 764.25a):
   (1) arrested person is lodged by court order or there is reasonable cause to believe that a weapon, controlled substance or evidence is concealed;
   (2) the search is authorized in writing by the chief law enforcement officer of the agency;
   (3) search is conducted by person of the same sex, without observation except by an assistant of the same sex;
   (4) a report on the search is written as prescribed.

d. Observes restrictions when conducting a body cavity search (physical intrusions) of the stomach, rectal cavity or vagina (MCL 764.25b):
   (1) searches only with a warrant except when prisoner is serving a sentence for a criminal offense;
   (2) search is only performed by a physician, physician's assistant or licensed nurse (LPN or RN);
   (3) report is prepared by the law enforcement officer executing the warrant as prescribed.

e. Inventories prisoner's personal property following departmental procedures (e.g., counts all money in prisoner's possession, lists all property on inventory sheet, requests prisoner to verify inventory list, stores prisoner's property).

f. Seizes evidence discovered during the custodial search including weapons, contraband, and fruits of a crime.

g. Documents the articles seized during the custodial search to preserve the chain of evidence (e.g., tags evidence, writes report, initials evidence, etc.).

h. Delivers evidence to the proper authorities for further processing (e.g., crime lab, arresting officer, etc.) ensuring that the chain of evidence is preserved.

III.A.1.2. Demonstrate an Understanding of the Purpose and Value of Taking Acceptable Fingerprint and Palmprint Impressions.

a. Defines a fingerprint as an impression of the friction ridge of all or any part of the finger, where the ridge consists of unique flow, characteristic, and structure, and includes one of the following general patterns:
   (1) arch;
   (2) loop; or
   (3) whorl.

b. Defines palmprint as an impression of the friction ridge skin area on the side and underside of the hand.

c. Distinguishes among:
   (1) latent prints;
   (2) inked prints; and
   (3) scanned prints.

d. Identifies relevant statutes that pertain to taking fingerprints, including:
   (1) fingerprint procedures (MCL 28.243), upon arresting a suspect for:
      (a) felonies;
      (b) 93-day misdemeanors;
      (c) violations of foreign or personal protection orders; or
      (d) 93-day juvenile misdemeanors;
   (2) refusal to submit to fingerprinting (MCL 28.243a);
   (3) non-criminal identification purposes (MCL 28.248), and
   (4) dissemination of criminal history information (MCL 28.242a, added and effective February 1, 2006).

e. Evaluates how local agency or county sheriff's policies and procedures, or departmental standard operating procedures, affect the taking of fingerprints and palmprints.

f. Identifies the value of taking acceptable fingerprints and palmprints so as to:
   (1) initiate an official criminal justice record on a suspect;
   (2) help to solve open crimes;
   (3) identify criminals;
   (5) assist in conducting background investigations; and
   (6) assist with homeland security efforts.

g. Recognizes that forensic laboratories are dependent on acceptable and usable fingerprints and palmprints to work effectively.

III.A.1.3. Demonstrate an Understanding of the Methods Used to Obtain Fingerprints and Palmprints.

a. Explains the ink and roll procedure for fingerprinting and palmprinting:
   (1) understands the ink and roll method is becoming outdated and can be difficult to do, requiring expertise on the part of the officer;
   (2) recognizes officer safety procedures when fingerprinting and palmprinting prisoners, such as:
      (a) eliminating weapons from the printing area;
      (b) printing from behind or from the side of the prisoner;
      (c) being aware of uncooperative prisoners; and
      (d) explaining the printing procedures to the prisoner;
   (3) rolls the ink onto the plate with the appropriate thickness; and
   (4) rolls fingerprints onto the proper space on the fingerprint card.

b. Explains the inkpad procedure for fingerprinting and palmprinting:
   (1) considers officer safety when taking prints of prisoners;
   (2) rolls prints nail to nail and 4-finger slap (plain);
   (3) understands that the inkpad produces the exact amount of ink so as to eliminate smearing and "inking";
   (4) recognizes that the inkpad is easier to use than the ink and roll method; and
   (5) uses fingerprint cards RI-7 or RI-8 and FSD-24 palmprint card.

c. Explains the live scan electronic instrument for fingerprinting and palmprinting:
   (1) describes the live scan as the latest technology, which is an effective tool that can quickly identify a known criminal through AFIS;
   (2) recognizes that the live scan consists of the following basic components:
      (a) computer monitor;
      (b) fingerprint plate;
      (c) optical scanner;
      (d) keyboard; and
      (e) printer.
   (3) recognizes that the live scan has the capability to electronically transmit fingerprints to MSP's Criminal Justice Information Center (CJIC) and to the Automated Fingerprint Identification System (AFIS);
   (4) considers that, through AFIS, the live scan technology can begin building a record at the time of arrest;
   (5) observes that the live scan has the capability to search the following databases:
      (a) Michigan criminal database;
      (b) unsolved crimes database; and
      (c) FBI criminal database.
   (6) recognizes the importance of waiting for, and to examine, the response from AFIS.

III.A.1.4. Take Fingerprints and Palmpints During a Classroom Practical Exercise.

a. Takes fingerprints and palmprints using one of the following methods:
   (1) ink and roll;
   (2) inkpad; or
   (3) live scan.

b. Completes the fingerprint and palmprint card by ensuring:
   (1) all requested information is on the card;
   (2) the person's identifying information is complete;
   (3) the appropriate signatures are affixed.

c. Sends or transmits completed fingerprints and palmprints to proper authority.

Module History

Revised	1/05
Revised	4/06

Basic Training Module Specifications

Functional Area: III. Detention and Prosecution

Subject Area: A. Receiving and Booking Process

Module Title: 2. PRISONER CARE AND TREATMENT

Hours: 2

Notes to Instructor:

Acquaint trainees with what to expect in a hospital setting.

Discuss civil liability regarding failure to properly handle an injured prisoner.

Module Objectives:

III.A.2.1. Provide Proper Care and Treatment to Prisoners.

a. Provides proper care and treatment to a prisoner, including:
   (1) a safe living environment;
   (2) protection from physical harm from self and others;
   (3) essential needs (e.g., food, shelter, etc.)

b. Observes and supervises prisoners to prevent injury or death.

c. Monitors prisoner for foreseeable signs of suicide:
   (1) social withdrawal,
   (2) apathy,
   (3) crying,
   (4) depression,
   (5) statements to officers or inmates,
   (6) changes in behavior,
   (7) alcohol or drug intoxication,
   (8) combination of above factors.

III.A.2.1. Provide Proper Care and Treatment to Prisoners. (continued)

d. Intervenes prior to a suicide attempt when warning signs are observed.
- (1) takes charge of the situation:
  - (a) gives prisoner clear commands;
  - (b) attempts to find out how the suicide is planned;
  - (c) determines the lethality level of the plan (e.g., wrist cutting, gun, hanging);
  - (d) determines if the means to carry out the plan are available.
- (2) reduces any immediate danger;
- (3) stays with prisoner;
- (4) communicates concern for the prisoner's welfare;
- (5) communicates an intent to stop the suicide attempt;
- (6) listens attentively;
- (7) accepts what is being said without challenging;
- (8) reassures prisoner;
- (9) refers prisoner for guidance and assistance;
- (10) reports observations to supervisor, co-workers and relief.

e. Intervenes when a suicide has been attempted.
- (1) renders necessary first aid regardless of appearances (only a medical authority can pronounce death);
- (2) obtains necessary medical assistance immediately;
- (3) refers prisoner to guidance and assistance.

f. Records all suicides and suicide attempts by making a written report which is factual, clear and concise.
- (1) all parties involved should write reports;
- (2) an assumption should be made that all reports will be used in legal proceedings.

III.A.2.2. Investigate Injuries to Prisoners.

a. Determines the nature of the injury and how and when the prisoner was injured (e.g., whether the injury was self-inflicted, inflicted by an officer, due to an auto accident, etc.) by:
   (1) physically checking the prisoner,
   (2) asking the injured prisoner or other prisoners,
   (3) requesting medical assistance to determine the extent of the injury.

b. Secures evidence pertaining to injury of the prisoner.

c. Requests medical assistance for injured prisoners, if necessary.

d. Records information concerning the prisoner's injury (e.g., a description of the injury, whether treatment was obtained or refused, any other pertinent information) on the appropriate form (e.g., prosecution report, incident report, etc.).

III.A.2.3. Guard Prisoners Detained Outside of a Jail.

a. Reviews information concerning the prisoner (e.g., charge, criminal history, mental state, physical and medical condition).

b. Uses proper restraining devices when guarding the prisoner (e.g., uses handcuffs or other device according to department policy).

c. Guards prisoners detained outside jail to prevent prisoners from escaping and ensure officer and prisoner safety by:
   (1) periodically checking restraining devices to ensure they are secure,
   (2) allowing only authorized personnel physical contact with prisoner,
   (3) maintaining visual contact with prisoner, and
   (4) removing restraints only when necessary and when security can be maintained,
   (5) verifying the identity of the relief officer.

d. Communicates pertinent information concerning the prisoner to the relief officer.

III.A.2.4. Advise Adult Defendant or Family Regarding an Arrest/Detention.

a. Advises adult defendant or family of relevant facts related to an arrest and/or detention:
   (1) nature of the offense;
   (2) charge(s) against the subject;
   (3) time, location and type of legal proceeding; and,
   (4) defendant's right to counsel.

b. Discusses only necessary information to avoid prejudicing the case.

Basic Training Module Specifications

Functional Area: III. Detention and Prosecution

Subject Area: B. Case Prosecution

Module Title: 1. WARRANT PREPARATION

Hours: 1

Notes to Instructor:

Module Objectives:

III.B.1.1. Identify Proper Court For Case Prosecution.

a. Considers the type of offense, location of the crime, and age of the offender in choosing the proper court in which the case is likely to be prosecuted.

III.B.1.2. Prepare Request for Warrant Authorization.

a. Prepares request for warrant by including all relevant information:
   (1) the offense and citation;
   (2) the name of the suspect;
   (3) the elements of the offense in the context in which they occurred;
   (4) the location of the offense (venue);
   (5) the name of the victim;
   (6) the date and time of the offense.

b. Reviews completed request for completeness and accuracy.

Basic Training Module Specifications

Functional Area: III. Detention and Prosecution

Subject Area: B. Case Prosecution

Module Title: 2. WARRANT REQUEST AND ARRAIGNMENT

Hours: 2

Notes to Instructor:

Module Objectives:

III.B.2.1. Confer With Prosecutor or City Attorney Regarding Warrant Authorization.

a. Obtains knowledge about prosecutor's or city attorney's policy and procedure concerning warrants by:
   (1) reviewing written policy, or
   (2) informally communicating with prosecutor or city attorney.

b. Discusses warrant authorization with prosecutor or city attorney, providing evidence that crime was committed and that there is reason to believe that the suspect committed the specific offense.

c. Requests prosecutor or city attorney to issue warrant based on facts in police report.

d. Controls emotions and is willing to accept prosecutor's decision.

III.B.2.2. Review Warrants For Completeness and Accuracy.

a. Reviews completed warrant document verifying that information is accurate and complete including:
   (1) spelling,
   (2) word usage,
   (3) citation numbers,
   (4) locations,
   (5) names of victims and suspects,
   (6) proper charge(s).

b. Requests corrections to be made when errors are discovered.

III.B.2.3. Swear Out Complaints or Warrants.

a. Swears to the accuracy of the facts contained in the affidavit and warrant before a judge, magistrate, or court clerk.

III.B.2.4. Prepare to Arraign a Defendant.

a. Prepares for arraignment of defendant in court by:
   (1) assisting with locating the defendant,
   (2) collecting the necessary paperwork, when requested to do so,
   (3) confirming the availability of a judge or magistrate, and
   (4) obtaining necessary information in order to answer the judge's questions related to:
      (a) work status,
      (b) residency status,
      (c) criminal history, and
      (d) requests for an appointed attorney.

b. Arranges for defendant to be transported to court.

III.B.2.5. Arraign a Defendant in Court.

a. Presents paperwork to judge or magistrate.

b. Delivers defendant to court.

c. Maintains security of the prisoner.

d. Complies with court order (e.g., releasing defendant on bail or returning defendant to jail.

Basic Training Module Specifications

Functional Area: III. Detention and Prosecution

Subject Area: B. Case Prosecution

Module Title: 3. PREPARATION FOR LEGAL PROCEEDINGS

Hours: 1

Notes to Instructor:

Module Objectives:

III.B.3.l. Verify Reliability and Credibility of Witnesses.

a. Verifies the reliability and credibility of witnesses by considering:
   (1) witness' background (e.g., criminal records, financial records, medical history),
   (2) witness' experience as it relates to the potential testimony (e.g., if a gun was used in the case, the witness would be reliable if he/she were a gun salesman), and
   (3) the accuracy of information the witness has provided in previous testimonies.

III.B.3.2. Review a Case With Prosecutor or City Attorney to Plan Preparation of Case.

a. Notes relevant facts such as:
   (1) witness statements,
   (2) evidence,
   (3) weak points of case,
   (4) possible defenses,
   (5) any follow-up not noted in report,
   (6) possible order for presenting witnesses,
   (7) possible hostile witnesses, and
   (8) *res gestae* witnesses.

III.B.3.3. Check That Witnesses Are Ready For Court Testimony.

a. Verifies that subpoenaed witnesses are present.

b. Introduces witnesses to prosecutor.

c. Explains courtroom proceedings to witnesses (e.g., delays in proceedings, meanings of legal terms and procedures).

d. Refrains from coaching the witness as to potential testimony.

III.B.3.4. Prepare For Testifying in a Legal Proceeding.

a. Prepares for court testimony by obtaining, organizing, and reading reports in order to refresh memory of incident.

b. Obtains evidence from property room.

c. Arranges for delivery of evidence to court.

Basic Training Module Specifications

Functional Area: III. Detention and Prosecution

Subject Area: B. Case Prosecution

Module Title: 4. TESTIMONY AND CASE CRITIQUE

Hours: 4

Notes to Instructor:

Identify possible examination techniques used by counsel in questioning.

Identify appropriate testimonial methods.

Use of a mock trial is suggested. The trainees should be exposed to a common crime situation which they all investigate on which the mock trial is based.

Cover cross examination techniques that the officer may be subject to in a trial situation.

Module Objectives:

III.B.4.1. Demonstrate Proper Demeanor Prior to Testifying in a Legal Proceeding.

a. Appears in courtroom when subpoenaed following proper procedures.
   (1) appears promptly.
   (2) wears appropriate attire.
   (3) notifies prosecutor of his/her presence.

b. Maintains confidentiality (e.g., does not discuss case with jurors, witnesses, defense attorney, or media).

III.B.4.2. Present Testimony in a Legal Proceeding.

a. Communicates so that person receiving information understands message.
   (1) uses proper language;
   (2) avoids use of jargon words;
   (3) maintains eye contact with the finder of facts (judge or jury, as appropriate).

b. Answers all questions truthfully and to the best of his/her knowledge.
   (1) gives brief answers;
   (2) testifies to facts and observations, not opinions;
   (3) does not speculate;
   (4) anticipates possible objections.

c. Presents evidence in legal proceedings.
   (1) Testifies to have evidence admitted into court by:
      (a) identifying evidence as being the same as was originally seized;
      (b) documenting chain of evidence.

d. Controls emotions (e.g., avoids arguing, avoids interrupting others when speaking).

e. Ensures that evidence is re-secured properly after a legal proceeding.

III.B.4.3. Review a Case With Prosecutors or City Attorneys Following a Legal Proceeding.

a. Discusses with prosecutor or city attorney problems regarding a past case that should be corrected in future cases including:
   (1) problems concerning testimony,
   (2) amount of preparation before a case,
   (3) officer's conduct,
   (4) chain of evidence,
   (5) legal technicalities, etc.

Basic Training Module Specifications

Functional Area: III. Detention and Prosecution

Subject Area: C. Civil Process

Module Title: 1. CIVIL PROCESS

Hours: 1

Notes to Instructor:

Module Objectives:

III.C.1.1. Determine Validity of Civil Process.

a. Inspects the:
   (1) seal;
   (2) signature;
   (3) jurisdiction of court (i.e., juvenile court or in probate and juvenile matters); and
   (4) expiration date.

III.C.1.2. Enforce a Court Issued Order (e.g., Writs).

a. Reads the court order to determine what actions are necessary to enforce it and to ensure it is valid (e.g., ensures that signature of judge is present, that court seal is present, etc.).

b. Locates the subject or property specified in the court order by traveling to residence, checking with witnesses, talking with family or employer, using LEIN, using arrest cards.

c. Explains the nature of the court issued order and the required procedures to the subject.

d. Executes order according to department and court policies and procedures and state statutes.

III.C.1.3. Serve Probate Orders (e.g., Persons Requiring Treatment, Juveniles, Adult Offenders).

a. Inspects probate order to ensure that it is valid (properly signed and sealed).

b. Locates the person to be served with probate order by traveling to residence, checking with witnesses, talking with family or employer, using LEIN, using arrest cards.

c. Verifies identity of the person to be served by requesting identification from the person or asking family, employer, and/or witnesses to identify the person.

d. Explains the purpose of the probate order to the person being served and the procedures for handling it.

e. Arrests the person on the probate order by:
   (1) advising the person that he/she is under arrest, and
   (2) taking the person into physical custody.

Basic Training Module Specifications

Functional Area: IV. Police Skills

Subject: A. First Aid

Module Title: 1. INTRODUCTION TO FIRST AID

Hours: 3

Notes to Instructor:

First Aid Instructors shall hold valid and current certification by the American Red Cross, American Heart Association, or a comparable organization or institution approved by the MCOLES.

Trainees need skills practice.

This module provides the foundation for all modules that follow (establishes the program: format, schedule, requirements, etc.).

Define and display pictures of each emergency. Visualization of the signs and symptoms helps the students recall what the emergency is and how to properly care for the victim.

Provide practice on various body parts.

Stress the need to involve advanced life support (ambulance, hospitals, etc.) in the medical emergency. First aid is only the first stage in patient care.

There are many training videotapes available that address the control and spread of infectious diseases (Module IV.A.1.3), including: "Bloodborne Pathogens: The OSHA Standard" and “Bloodbore Pathogens 2000”, available from the Law Enforcement Resource Center - (517) 322-5624.

Module Objectives:

IV.A.1.1. Demonstrate A Working Knowledge of the Law and Responsibilities Related to a Law Enforcement Officer Administering First Aid.

a. Describes civil responsibilities associated with administering first aid.
   (1) legal obligation to perform first aid;
   (2) legal obligation to continue to perform first aid once it is started; and
   (3) civil liability for performing outside the scope of training.

b. Describes the provisions of the "Good Samaritan Act," MCL 41.711a & 41.711b.
   (1) protection from civil liabilities for performance of first aid;
   (2) Red Cross first aid certification required in order to be entitled to the Act, and
   (3) not acting grossly negligent.

c. Describes the responsibilities of a law enforcement officer at the scene.
   (1) "most trained" officer is in charge; and
   (2) other officers are to assist the most trained officer
      (a) assist with first aid, and
      (b) conduct crowd and traffic control.

d. Determines the need to notify other medical personnel.
   (1) first aid is only the first stage in patient treatment.

Note to Instructor: Civil liability (MCL 691.1407) and how it affects an officer's ability to function in law enforcement is referred to in Module I.E.1.1. (c)(1). Officers should be familiar with the Good Samaritan Act and how it might affect them when they are off-duty and out of their jurisdiction.

IV.A.1.2. Conduct a Scene Assessment

a. Responds to the scene immediately.

b. Positions the patrol vehicle for the protection of the officer and the scene.

c. Assesses the scene by:
   (1) observing unusual activities, persons or vehicles;
   (2) determining if weapons are involved;
   (3) evaluating information received about the call:
      (a) dispatch information;
      (b) information from witnesses;
      (c) information from other officers; and
   (4) requesting additional assistance if the emergency warrants it (e.g., EMS, HazMat, utility services, etc).

IV.A.1.3. Demonstrate a Working Knowledge of Infectious Disease Control.

a. Describes the epidemiology and symptoms of common infectious diseases (CIDs) including:
   (1) Human Immunodeficiency Virus (HIV);
   (2) Hepatitis; and
   (3) Tuberculosis (TB).

b. Explains the modes of transmission of common infectious diseases (CIDs).

c. Explains the tasks and activities that may involve exposure to blood and other potentially infectious materials.

d. Explains the use and limitations of methods that will prevent or reduce exposure, including:
   (1) appropriate personal protective equipment, including:
      (a) gloves;
      (b) CPR masks, TB masks, eye protection, and face shields; and
      (c) gowns, aprons and other protective body clothing;
   (2) using proper housekeeping procedures, including:
      (a) the control of contaminated materials and waste; and
      (b) the proper labeling of potentially contaminated equipment, surfaces and materials;
   (3) appropriate engineering controls;

IV.A.1.3. Demonstrate a Working Knowledge of Infectious Disease Control. (continued)

(4) the proper handling, decontamination, removal and disposal of personal protective equipment.

e. Exercises personal preventive measures by:
(1) having a Hepatitis B vaccination, at the expense of the employer, if deemed appropriate;
(2) taking the appropriate actions if an exposure incident occurs; and
(3) participating in a post-exposure evaluation and follow-up.

Note to Instructor: Employed candidates must be familiar with their agency's exposure control plan.

IV.A.1.4. Control Emotions at First Aid Scene.

a. Uses normal tone of voice.

b. Maintains calm demeanor.

c. Gives appropriate directions to others.

d. Performs first aid in a calm, controlled manner.

e. Refrains from making inappropriate comments.

IV.A.1.5. Conduct a Victim Survey to Assess a Victim's Medical Status.

a. Checks the victim for the "A, B, C's".
   (1) Airway,
   (2) Breathing, and
   (3) Circulation.

b. Conducts a survey of victim to establish the nature of the medical emergency.
   (1) looks for bleeding or other major injuries,
   (2) talks to victim,
   (3) looks for signs of internal injury.

c. Searches unconscious victim for information indicating ongoing medical treatment (e.g., Medic-Alert tag, device card, list of medications, etc.).

d. Searches for organ donor information where likelihood of death of victim exists (e.g., checks wallet for organ donor cards, examines driver's license).

e. Monitors victim continuously.
   (1) monitors vital signs, and
   (2) treats for shock.

IV.A.1.6. Recognize Normal Body Signs in Order to be Able to Determine When Abnormal Signs are Present.

a. Describes normal rates for the following:
   (1) Body temperature;
   (2) Pulse rate:
      (a) Adult,
      (b) Child,
      (c) Infant, and
      (d) Neonate/Newborn;
   (3) Respiratory rate:
      (a) Adult,
      (b) Child, and
      (c) Infant.

IV.A.1.6. Recognize Normal Body Signs in Order to be Able to Determine When Abnormal Signs are Present. (continued)

b. Describes abnormal skin color and feel:
   (1) hot and dry;
   (2) hot and moist;
   (3) cool and dry;
   (4) cool and moist; or
   (5) cool and clammy/moist.

c. Describes abnormal eye conditions (unequal pupils, no reaction to light).

IV.A.1.7. Administer First Aid to Treat For Shock.

a. Identifies the existence of shock by observing the physical signs:
   (1) change in level of consciousness,
   (2) rapid, weak pulse,
   (3) cool and clammy/moist skin,
   (4) dilated pupils,
   (5) increased rate of respiration.

b. Uses proper procedures for the treatment of shock:
   (1) positions victim lying down, face up, and elevates lower extremities;
   (2) covers victim (also places blanket under victim, if appropriate) to maintain temperature/does not overheat victim.

c. Continuously monitors for signs of shock, regardless of the injury or illness.

Module History

Revised October 2006

Basic Training Module Specifications

Functional Area: IV. Police Skills

Subject Area: A. First Aid

Module Title: 2. BANDAGING WOUNDS AND CONTROLLING BLEEDING

Hours: 3

Notes to Instructor:

Emphasize skills practice.

Briefly address the following points:

The more serious injuries are somewhat rare for the average person trained in First Aid to handle, but a law enforcement officer may be presented with these types of injuries routinely. Show pictures of injuries and explain them.

Emphasize internal and external injury (e.g., a knife wound to the chest may also puncture the lung). Identify the signs and treat the injury. Teach treatment procedures described in the objectives as they apply to blunt and penetrating trauma.

Module Objectives:

IV.A.2.1. Administer First Aid to Control Bleeding.

a. Examines victim to determine the person's medical status.

b. Administers first aid to control bleeding.
   (1) Uses proper procedures in the following order, until bleeding is controlled:
      (a) applies direct pressure;
      (b) elevates, if injury is to a limb (when possible);
      (c) applies pressure bandage;
      (d) applies pressure at pressure points; and
      (e) applies tourniquet to control bleeding.

Note to Instructor: Unique situations and/or extreme circumstances that would justify the application of a tourniquet shall be specifically addressed and discussed with the students.

IV.A.2.1. Administer First Aid to Control Bleeding. (continued)

c. Treats to prevent shock.

d. Treats wounds properly (selects proper supplies, controls bleeding).
(1) dressings;
(2) bandages, and
(3) clotting agents.

e. Uses first aid supplies appropriately.

IV.A.2.2. Administer First Aid to Treat For Penetrating Wounds.

a. Determines the extent of injury, including:
(1) injury to bones and internal organs,
(2) entrance and exit wounds.

b. Uses proper procedures to control bleeding.

c. Examines for possible sucking chest wound and treats by covering the wound with anything that prevents air movement (e.g., hand, plastic sheeting, etc.).

d. Monitors victims for pneumothorax or tension pneumothorax and treats by releasing pressure.

e. Immobilizes an impaled object, except when breathing is obstructed.

f. Positions victim for ease of breathing.

g. Monitors victim's vital signs.

IV.A.2.3. Administer First Aid to Treat For Gunshot Wounds.

a. Determines extent of the gunshot wound (examines for both entrance and exit wounds).

b. Uses proper procedure to control for bleeding.

c. Treats wound as a potential fracture.

d. Examines for possible sucking chest wound and treats by covering the wound with anything that prevents air movement (e.g., hand, plastic sheeting, etc.).

e. Monitors victim for pneumothorax or tension pneumothorax and treats by releasing pressure.

f. Positions victim for ease of breathing.

g. Monitors victim's vital signs.

IV.A.2.4. Administer First Aid to Treat For Amputation/Avulsion.

a. Uses proper procedures to control bleeding.

b. Retrieves severed part to preserve it.

c. Packages or wraps properly the severed part for transportation by:
   (1) wrapping the part in plastic or a sterile dressing, or placing it in a plastic bag;
   (2) packing it to keep part cool (not cold, avoid freezing and placing in water or in direct contact with ice).

IV.A.2.5. Administer First Aid to Treat For Eye Injuries.

a. Determines the cause of the eye injury (e.g., object, chemical, sharp blow, etc.) and the extent of the eye injury (e.g., impaled object, avulsion, laceration, etc.).

b. Uses proper procedures for the treatment of an eye injury:
   (1) does not remove an impaled object, immobilizes it;
   (2) does not attempt to replace a dislodged eyeball into the socket;
   (3) does not probe the eye socket;
   (4) covers both eyes to prevent eye movement;
   (5) does not apply pressure to a cut eyeball;
   (6) uses running water to remove foreign objects if tears don't;
   (7) flushes eye with large amounts of cool running water continuously until the ambulance arrives for chemical burns; and
   (8) comforts victim through speech and contact and encourages victim not to move eyes.

c. Uses first aid supplies appropriately.

Module History

Revised October 2006

Basic Training Module Specifications

Functional Area: IV. Police Skills

Subject Area: A. First Aid

Module Title: 3. TREATING FRACTURES

Hours: 4

Notes to Instructor:

Include dislocations - signs and care.

Briefly address the following points:

Teach general principles of splinting.
Provide guided practice for various parts of the body.
(1) arms - upper/lower,
(2) legs - upper/lower.

Teach familiarity with backboards - only to assist ambulance personnel.
Stress that fractures themselves are usually not life threatening.
Take time to immobilize the fracture before moving the victim.

Module Objectives:

IV.A.3.1. Administer First Aid for Skull, Spine, Neck, and Pelvis Injuries.

a. Identifies the signs and symptoms of the following injuries (suspected injuries):
   (1) skull fracture
   (2) head wound
   (3) spinal injury (back)
   (4) neck injury
   (5) pelvis injury
   (6) internal injury

b. Uses proper procedures to treat for the injuries listed in a.:
   (1) monitors vital signs,
   (2) controls bleeding,
   (3) immobilizes injuries,
   (4) transports when necessary.

c. Uses the following items appropriately:
   (1) backboard - long/short
   (2) cervical collar (immobilizer)
   (3) miscellaneous materials

IV.A.3.2. Administer First Aid to Treat For Broken Bones.

a. Identifies the signs of fractures:
   (1) pain,
   (2) deformity,
   (3) swelling,
   (4) discoloration (bruising).

b. Uses proper procedures to treat for broken bones:
   (1) immobilizes body part;
   (2) elevates involved extremities, if possible;
   (3) applies splints, if no EMS, etc.;
   (4) monitors vital signs;
   (5) treats for shock;
   (6) moves only after splinting except in emergency.

c. Uses same procedures for strains and sprains as for broken bones.

Module History

Revised October 2006

Basic Training Module Specifications

Functional Area: IV. Police Skills

Subject Area: A. First Aid

Module Title: 4. ADMINISTERING CPR

Hours: 12

Module Objectives:

IV.A.4.1. Administer Rescue Breathing

a. Determines need for administering rescue breathing by evaluating there is:
   (1) no breathing, and
   (2) a pulse is present.

b. Uses proper procedures for rescue breathing
   (1) determines consciousness of victim;
   (2) positions head to open airway;
   (3) checks for breathing by looking listening, and feeling;
   (4) gives rescue breathing appropriate for conditions and victim; and
   (5) checks for pulse.

c. Uses breathing devices (barrier), if immediately available (e.g., bag-valve mask, resuscitation mask).

d. Identifies the signs of effective rescue breathing (the chest rising and falling, and the return of color) and signs of possible obstruction (inability to ventilate victim).

e. Stops rescue breathing when:
   (1) the victim begins breathing on his or her own;
   (2) the victim has no pulse – begin CPR;
   (3) another rescuer with training equal to or greater than yours takes over;
   (4) scene becomes unsafe; and
   (5) too exhausted to continue.

IV.A.4.1. Administer Rescue Breathing. (continued)

f. Uses proper procedures for special considerations:
   (1) vomiting;
   (2) mouth to nose breathing;
   (3) mouth to stoma breathing;
   (4) suspected head or spine injuries.

g. Monitors vital signs.

IV.A.4.2. Administer First Aid For Choking.

a. Recognizes the signs and symptoms of choking:
   (1) general panic and clutching of throat;
   (2) inability to speak or breathe, or high pitched noises;
   (3) inability to cough;
   (4) discoloration of face;
   (5) inability to ventilate victim;
   (6) unconsciousness from obstruction of airway.

b. Uses proper procedures for treating conscious choking victims (adult/child/infant):
   (1) asks "Are you choking?";
   (2) positions victim properly;
   (3) performs manual techniques if conscious;
   (4) repeats manual techniques until effective or victim becomes unconscious.

c. Uses proper procedure for treating an unconscious choking victim:
   (1) calls for help;
   (2) opens airway;
   (3) attempts to ventilate;
   (4) performs manual techniques; and
   (5) stops procedure immediately if object is dislodged or if the victim begins to breathe or cough.

IV.A.4.3. Apply First Aid to Treat For Heart Attack.

a. Recognizes common signs and symptoms of heart attack:
   (1) chest pains (persistent chest pain or discomfort);
   (2) left arm/side pains;
   (3) difficulty in breathing;
   (4) increased perspiration;
   (5) any epigastric discomfort (heart burn) not relieved with antacid; and
   (6) victim's use of medication without relief of pain.

b. Activate Advanced Medical Care (EMS system).

c. Uses appropriate procedures to treat heart attack victim:
   (1) positions victim sitting up;
   (2) comforts and calms victim;
   (3) monitors vital signs;
   (4) talks to bystanders and victim to obtain more information;
   (5) is calming and reassuring; and
   (6) arrange for immediate transportation.

Note to Instructor: The victim's current medications and their effect (or lack of effect) on the victim's symptoms shall be specifically discussed with the students.

IV.A.4.4. Administer Cardio-Pulmonary Resuscitation (CPR).

a. Determines the need for administering CPR:
   (1) checks for open airway;
   (2) checks for breathing; and
   (3) checks for pulse.

b. Uses proper procedures to perform CPR:
   (1) begins CPR; uses proper technique with respect to:
      (a) one v. two person rescuer;
      (b) proper compression and ventilation rates for victim (adult, child, infant);
      (c) effective compressions and ventilation.

c. Identifies the signs of effective CPR:
   (1) spontaneous return of pulse (felt at carotid artery);
   (2) improvement in color.

d. Stops administering CPR when:
   (1) spontaneous return of effective circulation and ventilation occurs;
   (2) victim is turned over to competent medical personnel;
   (3) rescuer is exhausted and unable to continue; or
   (6) victim is pronounced dead by an authorized medical authority.

e. Understands the benefits and use of an Automatic External Defibrillator (AED).
   (1) increasing accessibility; and
   (2) effectiveness.

Module History

Revised October 2006

Basic Training Module Specifications

Functional Area: IV. Police Skills

Subject Area: A. First Aid

Module Title: 5. TREATING ENVIRONMENTAL FIRST AID EMERGENCIES

Hours: 2

Notes to Instructor:

Emphasize skills practice.

Briefly address the following points:

If students are involved in physical training, use their body responses as real life conditions (sweating, increased respiration and heart rate, weakness, etc.).

Key on signs of victim to decide what first aid is needed.
Stress primary survey to determine total body injuries/illness.

Module Objectives start on the next page:

Module Objectives:

IV.A.5.1. Administer First Aid to Treat for Cold Emergencies.

a. Describes effects on the body of exposure to cold.
   (1) skin changes;
   (2) pain felt early but subsides;
   (3) affected part feels cold and numb;
   (4) shivering and low body temperature; and
   (5) confusion and impaired judgment to eventual death.

b. Describes first aid techniques for:
   (1) frostbite:
      (a) handles victim gently;
      (b) covers frozen part to protect (wraps between fingers and toes);
      (c) warms affected area (if not frozen);
      (d) monitors vital signs; and
      (e) ensures EMS activation.
   (2) hypothermia:
      (a) handles victim gently;
      (b) administers artificial respiration, if needed;
      (c) brings victim into warmth;
      (d) removes wet, frozen or constricting clothing;
      (e) warms victim rapidly; and
      (f) ensures EMS activation;
   (3) cold water near drowning:
      (a) handles victim gently;
      (b) administers artificial respiration, if needed;
      (c) does not try to warm body;
      (d) covers only trunk of body;
      (e) removes wet, frozen or constricting clothing;
      (f) ensures EMS activation.

IV.A.5.2. Administer First Aid to Treat For Heat Exhaustion.

a. Identifies the signs of heat exhaustion as:
   (1) profuse sweating;
   (2) pale, moist/clammy skin;
   (3) tiredness, weakness;
   (4) headache, perhaps cramps;
   (5) nausea - dizziness, possible fainting.

b. Uses proper procedures to treat for heat exhaustion:
   (1) monitors vital signs;
   (2) cools the body;
   (3) provides cool water, if tolerated; and
   (3) treats for shock.

IV.A.5.3. Administer First Aid to Treat For Heat Stroke.

a. Identifies the signs of heat stroke as:
   (1) hot, red dry skin (flushed face);
   (2) rapid pulse, and
   (3) decreased level of consciousness.

b. Monitors victim's vital signs due to life threatening nature of heat stroke.

c. Uses proper procedures to treat for heat stroke:
   (1) uses immediate measures to cool the body quickly,
   (2) treats for shock; and
   (3) ensures EMS activation.

IV.A.5.4. Administer First Aid to Treat For Burns.

a. Determines the source of the burns (e.g., fire, chemicals, scalding water, radiation) and the extent of the burns (e.g., which body portions are affected, whether respiratory system is affected).

b. Remove victim if the situation may produce additional injury (e.g., remove from burning car, remove from pool of caustic material, etc.).

c. Uses proper procedures to treat for burns:
   (1) Saturates with water, if possible, for superficial and partial thickness;
   (2) treats for shock;

IV.A.5.4. Administer First Aid to Treat For Burns (continued)

(3) monitors vital signs; and
(4) applies sterile dressings.

d. Uses first aid supplies appropriately.

IV.A.5.5. Administer First Aid to Treat For Electric Shock.

a. Determines if there is a potential electrical danger to victim, officers, and bystanders (e.g., downed wires, electrified water, etc.).

b. Takes appropriate corrective action to eliminate the electrical danger:
(1) takes action when such action is safe (e.g., unplugs fixture, shuts off power, etc.); and
(2) notifies power company when situation endangers officer (e.g., downed power lines, etc.).

c. Determines need for first aid:
(1) lack of pulse and/or respiration;
(2) severe bleeding;
(3) burns (entrance and exit); and
(4) other injuries.

d. Uses proper procedures to treat electrical shock:
(1) administers CPR, if necessary;
(2) controls bleeding;
(3) treats for shock.

e. Uses first aid supplies appropriately.

Module History

Revised October 2006

Basic Training Module Specifications

Functional Area:	IV.	Police Skills
Subject Area:	A.	First Aid
Module Title:	6.	TREATING MEDICAL EMERGENCIES
Hours:	3	

Module Objectives start on next page:

IV.A.6.1. Administer First Aid to Treat For Stroke.

Note to Instructor:

Emphasize getting the victim to the hospital and seeking medical attention immediately.

a. Identifies the signs of major stroke:
   (1) unconsciousness;
   (2) paralysis or weakness on one side of body;
   (3) difficulty in breathing and swallowing;
   (4) loss of bladder and bowel control;
   (5) unequal pupils;
   (6) inability to talk or slurred speech.

b. Treats for major stroke:
   (1) requests medical assistance (EMS system/hospital);
   (2) provides moderate covering;
   (3) maintains open airway;
   (4) gives artificial respiration if necessary;
   (5) positions victim on side to drain secretions from mouth, if unconscious;
   (6) gives no fluids unless victim is fully conscious.

c. Identifies signs of a minor stroke:
   (1) headache;
   (2) confusion;
   (3) slight dizziness;
   (4) loss of balance; and
   (5) later symptoms may include some mild symptoms of a major stroke.

d. Treats for minor stroke:
   (1) seeks immediate medical treatment; and
   (2) protects victim from accident or additional exertion.

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IV.A.6.2. Administer First Aid to Treat For Diabetic Emergencies.

a. Identifies the signs of diabetic emergencies:
   (1) change in level of consciousness;
   (2) change in breathing patterns;
   (3) abnormal pulse;
   (4) abnormal skin conditions (dry/warm, moist/cool);
   (5) acetone odor on breath (may smell like fingernail polish remover);
   (6) complaint of dry mouth;
   (7) restlessness or stupor; and
   (8) history of diabetes.

b. Checks for medic-alert information (e.g., checks tag or card or talks to relative).

c. Uses proper procedures to treat for diabetic emergencies:
   (1) keeps victim at rest;
   (2) provides sugar, if alert (e.g., candy bar, other foods high in sugar);
   (3) assist victim with medication (glucose gel, etc.);
   (3) does not give liquids unless victim is alert;
   (4) treats for shock;
   (5) lays unconscious victim on side to avoid aspiration.

Notes to Instructor:

An individual having a diabetic reaction can often be confused with being drunk.

Point out that there are different types of diabetic emergencies (low and high blood sugar), that low blood sugar emergencies are much more common than high blood sugar emergencies, and that the primary objective is to recognize that there is a diabetic emergency occurring.

IV.A.6.3. Administer First Aid to Treat For Seizures.

a. Identifies symptoms of convulsions or seizures.
   (1) rigidity of body muscles (lasts a few seconds to five minutes) followed by jerking movements (seen in grand mal seizures);
   (2) bluish color of face and lips; and
   (3) drooling.

b. Realizes that bleeding from mouth usually means subject has bitten tongue or lips.

c. Checks for medic-alert information (e.g., checks tag or card or talks to relative).

d. Uses proper procedures for the treatment of seizure:
   (1) protects victim from self-inflicted injury;
   (2) monitor airway;
   (3) do not place anything in mouth;
   (4) turns victim on side to permit draining of mouth after seizure ceases;
   (5) loosens clothing around victim's neck;
   (6) administers rescue breathing if breathing stops;
   (7) reassures and reorients victim following seizure;
   (8) seek immediate medical assistance or arrange for EMS transport.

e. Identifies the circumstances surrounding a seizure that requires additional medical assistance or transportation to hospital, including:
   (1) first time seizure;
   (2) seizure lasting more than 5 minutes;
   (3) seizure after head injury;
   (4) seizure secondary to ingestion.

IV.A.6.4. Administer First Aid to Treat For Poisoning.

a. Monitors victim's vital signs (i.e., respiration and pulse).

b. Determines the type of poisoning (e.g., chemical, snake bite) and manner of poisoning (e.g., ingestion, injection, inhalation, absorption through the skin) by:
   (1) interviewing and/or examining the victim;
   (2) searching the immediate area for evidence of sources of poison (e.g., containers); and
   (3) talking to witnesses or bystanders, etc.

c. Contacts poison control center for treatment instructions (preferred) or seeks medical advice (e.g., physician, EMS, or hospital.

d. Uses proper procedure to treat for poisoning and protection of the officer:
   (1) conscious victim:
      (a) treats victim following medical instructions.
   (2) unconscious victim:
      (a) maintains open airway;
      (b) gives rescue breathing or CPR, if necessary;
      (c) secures suspected poison container;
      (d) secures vomit sample, if any;
      (e) positions victim to allow for drainage;
      (f) gives no fluids;
      (g) does not induce vomiting, and
      (h) treats for seizures, if necessary.

e. Seeks medical assistance (e.g., EMS, transport to hospital).

f. Provides medical personnel with information and evidence related to the poisoning/overdose (e.g., pill container, sample of vomit, type of snake, etc.).

IV.A.6.5. Administer First Aid to Treat For Overdose.

a. Monitors victim's vital signs (i.e., respiration and pulse).

b. Determines cause of overdose (e.g., drugs, alcohol, other chemicals) and manner of overdose (e.g., ingestion, injection, inhalation).

c. Uses proper procedures to treat for overdose (same as poisoning).

d. Provides medical personnel with information and evidence related to the overdose (e.g., pill container, vomit sample, etc.).

Note to Instructor: The difference between the scene of an apparent overdose and the scene of an apparent poisoning, and the protocol for the collection of evidence, the criminal implications and the handling of the scene (or crime scene) should be specifically discussed with the class.

IV.A.6.6. Assist in Childbirth.

Note to Instructor: In childbirth situations, immediately activate the EMS system.

a. Presents a professional and appropriate demeanor:
   (1) controls emotions.
   (2) maintains a professional appearance to instill confidence in the mother and bystanders.
   (3) uses a normal tone of voice.
   (4) maintains a calm demeanor.
   (5) bears in mind that childbirth is a natural function for a woman.

b. Evaluates the situation to determine if child birth is imminent by asking:
   (1) which pregnancy;
   (2) length of labor;
   (3) time between contractions;
   (4) if water has broken; and
   (5) if feeling a need to move bowels, if feeling that the fetus is trying to move out, or if feeling a need to push.

c. Delivers the child (or assists) using accepted techniques when transportation is not appropriate:
   (1) prepares self (e.g., washes hands, utilizes personal protective equipment (PPE));
   (2) positions mother;
   (3) supports baby's head, doesn't pull;
   (4) unwraps umbilical cord, breaks bag of water, if needed;
   (5) positions baby on side;
   (6) clears baby's airway;
   (7) checks to see that baby is breathing, if not within 30 seconds, then encourages it;
   (8) clamps or ties off cord as appropriate or as directed by authorized EMS personnel;
   (9) protects baby;
   (10) appropriately captures placenta and has EMS transport to hospital with mother and baby.

IV.A.6.6. Assist in Childbirth. (continued)

d. Recognizes the signs of an abnormal birth, calls EMS, and responds with immediate first aid measures:
   (1) non-breathing infant:
      (a) administers rescue breathing;
      (b) if no breathing and no pulse, begins CPR;
   (2) breach birth (buttocks or both feet delivered first):
      (a) supports infant as it is delivered;
      (b) creates and maintains airway if head does not deliver in three minutes and transports;
   (3) limb presentation (one leg or arm);
   (4) prolapsed cord (cord delivered first):
      (a) relieves pressure on cord;
      (b) updates EMS system;
   (5) excessive pre-birth bleeding or miscarriage:
      (a) treats for shock;
      (b) places sterile dressing over opening of vagina;
      (c) saves blood soaked dressings;
      (d) transports.
   (6) premature births:
      (a) delivers using normal birth procedures;
      (b) wraps baby to warm to 90 - 100 degrees (blankets and aluminum foil).
   (7) stillborn:
      (a) administer CPR, unless baby shows signs of non-recent death;
      (b) provides comfort to mother and family members.

Module History

Revised October 2006

Basic Training Module Specifications

Functional Area: IV. Police Skills

Subject Area: A. First Aid

Module Title: 7. EXTRICATING AND TRANSPORTING INJURED VICTIMS

Hours: 2

Notes to Instructor:

Students should practice carries.

Module Objectives:

IV.A.7.1. Extricate an Injured Person Trapped in a Vehicle With Fear of Fire, etc, Using Simple Tools Prior to Application of First Aid.

a. Describes the situations when victims would be moved prior to completing "Patient Exam" (emergency moves):
   (1) there is immediate threat to victim/officer, or
   (2) cannot provide necessary first aid.

b. Describes the steps involved in moving/extricating victims:
   (1) controls hazards at the scene;
   (2) gains access to the victim;
   (3) uses available equipment to extricate victim (e.g., crowbar, spare tire, lug wrench, etc.);
   (4) requests assistance from fire rescue squad;
   (5) removes victim protecting against further injury;
   (6) conducts patient survey and begins appropriate first aid.

IV.A.7.2. Transport Injured Persons.

a. Evaluates nature and extent of injury to determine if person should be transported and by what method (e.g., patrol car, ambulance, etc.).

b. Determines need for possible assistance to transport injured person (e.g., additional personnel, special equipment, etc.).

c. Assists with the use of the proper procedures to prepare the victim for transportation (e.g., backboard, immobilization, etc.).

d. Assists with the use of the proper procedures to load and transport victim (e.g., properly carries victim to vehicle, drives vehicle at appropriate speed).

Module History

Revised October 2006

Basic Training Module Specifications

Functional Area: IV. Police Skills

Subject Area: A. First Aid

Module Title: 8. PRACTICAL FIRST AID EXERCISES

Hours: 8

Notes to Instructor:

The key is emotional control.

Make sure students understand triage (treat the most severe injury first).

Focus on making life-like situations.
Accidents and appropriate injuries.
Medical/Environmental, etc. injuries.

Provide stress to gain experience of doing multiple first aid skills in role-play situations.

Module Objectives:

IV.A.8.1. Demonstrate Proper First Aid Techniques and Skills in a Simulated First Aid Emergency.

a. Evaluates the person(s) at the scene of a simulated emergency in order to determine the nature of any illness/injury that may exist.

b. Prioritizes among emergencies and treats the most serious first.

c. Performs first aid techniques and skills appropriate to the illness/injury.

d. Controls scene and bystanders.

Basic Training Module Specifications

Functional Area: IV. Police Skills

Subject Area: B. Firearms

Module Title: 1. LAWS AND KNOWLEDGES RELATED TO FIREARMS USE

Hours: 16

Notes to Instructor:

Module Objectives:

IV.B.1.1. Use Deadly Force Legally.

a. Discharges a firearm only under the following conditions:
   (1) in self defense when the officer has reason to believe there is imminent danger of death or great bodily harm;
   (2) in defense of another when the officer has reason to believe there is imminent danger of death or great bodily harm;
   (3) to stop certain fleeing felons from escaping (after warning if feasible); and
   (4) on other occasions covered by departmental policy (e.g., shoots injured animals).

b. Discharging a firearm is not permitted under the following conditions:
   (1) mere suspicion that a fleeing subject committed a life threatening felony;
   (2) in non-life threatening felonies and misdemeanor offenses; and
   (3) when an arrest may be reasonably and safely affected using less than deadly force.

IV.B.1.2. Demonstrate a Working Knowledge of Firearms and Ammunition.

a. Identifies various types of firearms commonly encountered:
   (1) shotgun (bolt action, pump, semi-automatic, over-under);
   (2) handgun (revolver, semi-automatic); and
   (3) rifle (bolt action, pump, lever action, semi-automatic).

IV.B.1.2. <u>Demonstrate a Working Knowledge of Firearms and Ammunition</u> (continued).

b. Identifies major functional parts of firearms:

(1) shotgun:

barrel	stock
bolt	slide
magazine	slide release
safety	trigger

(2) handgun:

(a) revolver:

barrel	grip
cylinder	hammer
cylinder release button	trigger
ejector rod	

(b) semi-automatic:

barrel	magazine
chamber load indicator	magazine release
exposed hammer	safety
grip	slide
hammerless	slide stop lever
decock lever	trigger

(3) rifle:

barrel	safety
bolt	slide
hammer	slide release
lever	stock
magazine	trigger
magazine release	

IV.B.1.2. Demonstrate a Working Knowledge of Firearms and Ammunition (continued).

c. Identifies nomenclature and functions of various ammunition:
   (1) components of a round:
      (a) casing,
      (b) primer,
      (c) charge,
      (d) projectile.

   (2) size of ammunition:
      (a) caliber,
      (b) gauge.

   (3) types of rounds:
      (a) shotgun:
         (i) birdshot
         (ii) buck shot
         (iii) slug

      (b) handgun:
         (i) lead
         (ii) semi-jacketed (soft point, hollow point)
         (iii) full metal jacket (ball ammo)

      (c) rifle:
         (i) full metal jacket
         (ii) soft point
         (iii) hollow point
         (iv) lead

   (4) Identifies issues related to ballistics:
      (a) range (i.e., how far the projectile will travel); and
      (b) terminal effects (i.e., what occurs on impact, penetration, ricochet).

IV.B.1.3. Handle Firearms Safely.

a. Demonstrates compliance with general firearms safety rules (both on and off duty):
   (1) points muzzle in a safe direction when handling a firearm;
   (2) does not point a firearm at anyone without a legal justification to shoot them should it become necessary;
   (3) inspects status each time the firearm is picked up;
   (4) carries and transports the firearm safely;
   (5) does not "play" with a firearm;
   (6) inspects the firearm for obstructions before loading;
   (7) secures the firearm safely when not in use;
   (8) protects the firearm from inclement conditions;
   (9) inspects ammunition for defects and presence of lubricants;
   (10) inspects and properly uses safety devices; and
   (11) does not cock the firearm.

b. Demonstrates compliance with general range safety rules:
   (1) obeys all commands immediately;
   (2) does not point the firearm above eye level at any time;
   (3) points the firearm down range when loading or unloading;
   (4) loads the firearm only when the command "load" is given (unless spontaneous combat reload is part of the course of fire);
   (5) gives "cease fire" command when a life threatening situation is observed;
   (6) keeps a loaded firearm pointed down range;
   (7) handles firearms on the firing range only at the direction of the instructor;
   (8) speaks to no one on the firing line unless acting in the capacity of a coach or firearms instructor (unless giving suspect commands or proper communication is part of the course of fire);
   (9) moves downrange from firing line only on command;
   (10) secures a firearm properly before scoring target; and
   (11) places finger in the trigger guard only when intending to pull the trigger to prevent an involuntary discharge caused by loss of balance, startle effect or sympathetic contractions, etc.

IV.B.1.4. Secure a Firearm Other Than Your Own.

a. Requests assistance with an unfamiliar firearm from an officer who is familiar with that type of firearm.

b. Makes visual assessment of the type of firearm to be secured:
   (1) inspects for mechanical safety device; and
   (2) paying attention to evidentiary aspects such as location of live, empty and fired rounds.

c. Takes physical control of a firearm with due regard to its potential as evidence:
   (1) points the firearm in a safe direction;
   (2) keeps finger off trigger; and
   (3) engages the safety.

d. Removes ammunition:
   (1) removes clip/magazine;
   (2) opens cylinder; and
   (3) opens the action.

e. Inspects the chamber visually.

f. Secures the firearm physically (e.g., places the firearm in a locked container or other safe location, not in their waist band).

IV.B.1.5. Make Proper Decisions Regarding the Use of Force in Potentially Life Threatening Situations.

a. Assesses whether alternatives to shooting are appropriate by considering the following factors:
   (1) the background (e.g., people and traffic);
   (2) the potential for ricochets;
   (3) the suspect's actions and reactions to commands;
   (4) whether tactical retreat is appropriate, when:
      (a) outgunned,
      (b) outnumbered,
      (c) retreating will lower the threat; and
   (5) whether permitting the escape of the suspect may be more tactically appropriate.

b. Reassesses the validity of the threat continuously.

c. Considers issuing verbal commands.

IV.B.1.6. Manage a Post-Shooting Scene.

a. Scans field of fire for multiple adversaries.

b. Assesses threat(s) to determine if it has been neutralized.

c. Covers suspect until backup arrives.

d. Secures the suspect:
   (1) permits backup officer to secure suspect if possible; and
   (2) secures the suspect alone if no backup is available.

e. Secures the firearm with regard to safety and evidentiary value.

f. Requests medical assistance for the suspect.

g. Treats the scene as a crime scene.

h. Requests supervisory personnel.

IV.B.1.7. Comply With Post-Incident Policies and Procedures in Situations Involving Deadly Force.

a. Recognizes that a formal post-incident review may consist of:
   (1) criminal reviews,
   (2) departmental debriefings
   (3) policy reviews, and
   (4) civil or citizen review panels.

b. Articulates the facts of an officer-involved-shooting or other deadly force application, including:
   (1) lawful authority;
   (2) officer's state of mind;
   (3) facts and circumstances surrounding the incident; and
   (4) the justification for the use of deadly force.

c. Considers the provisions of the department's internal investigation policies and procedures and how they may relate to a use of deadly force situation.

d. Reviews MCL 15.391 - 15.395; Disclosures by Law Enforcement Officers Act. Also, Garrity v New Jersey, 385 US 93 (1967).

IV.B.1.8. Prepare to Testify in Court Related to a Shooting Incident.

a. Refreshes knowledge regarding the shooting incident by reviewing state law and departmental policy.

b. Reviews the incident report and field notes.

c. Reviews firearms training record and training course content.

d. Dresses appropriately for the type of case (e.g. civilian clothes).

e. Articulates the facts which established the probable cause for the shooting based on law, policy, training and experience.

f. Ensures that own attorney and/or the prosecutor is prepared for the case.

IV.B.1.9. Discharge a Firearm at Targets Other Than a Person (e.g., Injured or Vicious Animals).

a. Determines appropriateness of firing the firearm, by considering:
   (1) alternative options;
   (2) potential civil liability;
   (3) potential adverse public reaction; and
   (4) the ability to place a shot for an effective kill.

b. Assesses the environment for potential hazards; (e.g., potential ricochets).

c. Documents the firearm discharge.

d. Cleans and reloads the firearm.

IV.B.1.10. Make Appropriate Off Duty Firearms Decisions.

a. Selects an appropriate off duty firearm:
   (1) adheres to department policy;
   (2) demands quality and reliability; and
   (3) considers safety, concealment of the firearm, and training.

b. Uses appropriate off duty procedures:
   (1) carries identification;
   (2) carries handcuffs and spare ammo; and
   (3) determines if it is appropriate to get involved considering:
      (a) use of alcohol;
      (b) lack of identification; and
      (c) lack of communication and backup.

c. Stores firearms off duty in a safe manner (e.g., inaccessible to children and other unauthorized individuals).

IV.B.1.11 Demonstrates an Understanding of Applicability of Federal Firearms Laws to State and Local Firearms Enforcement.

a. Describes the importance of state and local involvement in federal firearms enforcement as a means to:
   (1) reduce the supply of illegal weapons to local users;
   (2) enhance the ability to identify the source of illegal weapons;
   (3) reduce the ability of criminals to commit other acts of violence; and
   (4) enhance the public's safety.

b. Identifies investigative resources in firearms cases as:
   (1) local laws and ordinances;
   (2) federal firearms laws;
   (3) local ATF field offices;
   (4) criminal patterns and criminal associates;
   (5) local patterns of weapons' trafficking.

c. Describes the benefits of working with federal agencies in firearms investigations as:
   (1) access to federal prosecution and federal court;
   (2) nationwide database searches;
   (3) the ability to follow leads through interstate jurisdictions;
   (4) access to additional human resources for investigations;
   (5) access to federal intelligence data; and
   (6) the use of laboratory services.

d. Describes procedures for tracking gun ownership when firearms are seized during the course of an investigation as:
   (1) conducting an NCIC search to see if the gun was stolen;
   (2) checking databases of nearby states;
   (3) talking to witnesses, victims, dealers, and purchasers; and
   (4) initiating a National Tracing Center (NTC) search:
      (a) complete an ATF trace request form (ATF form #3312.1);
      (b) fax the form to the NTC at 1-800-578-7223; or
      (c) use the trace request screen on NLETS.

IV.B.1.12. Demonstrates and Understanding of Controlling Violent Confrontation as a Civilian.

a. Demonstrates an understanding of strategies to avoid criminal attack and control violent confrontation (crime prevention tips).
   (1) avoids the confrontation;
   (2) evades or escapes the confrontation; or
   (3) controls the confrontation.

b. Demonstrates an understanding of the need for "combat" preparation for the spouse or family member in the event of a violent confrontation.
   (1) advises the spouse to take cover;
   (2) requests the spouse to call 911;
   (3) instructs the spouse to describe the incident and spouse with the gun to the dispatcher;
   (4) instructs the spouse not to approach him/her if shot or injured; and
   (5) instructs the spouse to do exactly as told.

c. Demonstrates an understanding of the potential civil liability actions that an individual may be subjected to after a defensive encounter.
   (1) explains that there may be a lawsuit in deadly force situations;
   (2) consults with an attorney regarding "what if" scenarios involving the use of deadly force; and
   (3) consults with the insurance carrier regarding possible coverage.

Notes to Instructor:

Have the recruits watch the DVD entitled "Michigan's Concealed Weapon Law - An Overview for Civilians," revised in 2006.

Module History

Revised	9/01
Revised	4/02
Revised	10/06
Revised	1/09
Revised	8/10

Basic Training Module Specifications

Functional Area: IV. Police Skills

Subject Area: B. Firearms

Module Title: 2. FIREARMS SKILLS

Hours: 50

Module Objectives:

IV.B.2.1. Demonstrate Proficiency in Basic Marksmanship Using a Handgun and Shotgun.

a. Demonstrates basic fundamentals of shooting at various distances:
   (1) proper stance;
   (2) grip;
   (3) trigger pressure;
   (4) sight alignment; and
   (5) sight picture.

b. Demonstrates proficiency on the MCOLES CCW Civilian Pistol Safety Training Course.

c. Demonstrates proficient use of a firearm to meet an acceptable standard:
   (1) shoots accurately while maintaining control.

d. Scores minimum acceptable score on target at various distances.

IV.B.2.2. Demonstrate Close-Quarter-Combat Tactics and Techniques Using a Handgun.

Notes to instructor:
This training objective should be taught consistent with the Subject Control Module (IV.C.4.4.(n)). Although IV.B.2.2. is not a pass/fail objective, the recruits should demonstrate the ability to draw and accurately place shots utilizing the concepts emphasized in the subject control module (i.e., tucked shooting position, support hand safety, natural movements, moving off-line, convulsive grip, neutralizing the threat, and utilizing cover when appropriate). This can be accomplished using live fire, marking cartridges, laser based weapons, or other new and evolving technology. The important issue when training in CQC tactics and techniques, whether using live fire or other technology, is to maintain recruit safety and reduce risk on the range.

IV.B.2.3. Discharge a Firearm in Low Light Levels.

a. Minimizes the limitations of artificial lighting for personal advantage:
   (1) attempts to establish and maintain night vision by avoiding looking at lights;
   (2) uses existing light for personal advantage;
   (3) uses darkness for concealment:
      (a) avoids being back lighted;
      (b) avoids back lighting other officers;
   (4) uses flashlights so as not to target self to suspect; and
   (5) uses flashlight to impair suspect's night vision.

b. Minimizes the limitations of shooting accurately at night:
   (1) uses flashlight to assist in target acquisition;
   (2) using suspect's muzzle flash to identify target; and
   (3) uses muzzle flash to assist in attaining sight picture.

c. Minimizes vulnerability after discharging a firearm by shooting and moving.

d. Prepares for engagements in low light during the day:
   (1) has flashlight accessible at all times; and
   (2) uses available existing light.

e. Considers use and limitations of night sights and other low light aids.

IV.B.2.4. Perform Proper Care and Maintenance for Firearms.

a. Handles a firearm safely (e.g., never points at anything not to be shot).

b. Performs daily inspection of a firearm's system for serviceability and functionality:
   (1) inspects for cleanliness and damage;
   (2) inspects for proper lubrication (is aware of improper and excess lubrication on ammunition);
   (3) inspects each round of ammo for visible defects;
   (4) assures that all firearms are fully loaded with proper ammunition;
   (5) inspects leather gear for serviceability and excessive wear; and
   (6) inspects locking racks for access and functionality.

c. Has weapons inspected periodically (e.g., annually) by a certified armorer.

d. Secures a firearm safely when not in use.

IV.B.2.5. Draw a Firearm Efficiently and Safely.

a. Makes the firearm accessible.

b. Grips the firearm properly for shooting it.

c. Moves the firearm to clear holster, or gun rack.

d. Maintains eye contact with the potential adversary.

e. Releases safety, if so equipped, with finger outside the trigger guard.

f. Presents the firearm to the appropriate target efficiently and safely.

IV.B.2.6. Holsters a Firearm Effectively.

a. Holsters the firearm quickly, smoothly, with a minimum of motion using one hand, never raising the barrel above horizontal.

b. Maintains eye contact on area of responsibility.

c. Keeps finger off the trigger.

d. Decocks the firearm where appropriate.

e. Place hand over end of hammer or end of slide.

f. Secures handgun in the holster as appropriate.

IV.B.2.7. Assess a Threat Level to Self or Others to Determine if it is Life Threatening.

a. Scans area of responsibility for threats.

b. Identifies a threat (life threatening or great bodily harm) to self or others.

c. Moves or takes cover.

d. Determines that the threat is valid.

e. Issues a verbal command to instruct or warn, if appropriate.

f. Considers background and other factors.

IV.B.2.8. Use Cover/Concealment in a Life Threatening Situation.

a. Identifies sources of cover (e.g., solid barriers, poles).

b. Identifies sources of concealment (e.g., bushes, shadows).

c. Takes cover.
   (1) Uses concealment only if cover is not available.
   (2) Uses concealment to reach cover.

d. Lowers profile, if cover and/or concealment are not available.

e. Protects cover and/or concealment from disclosure to the target (e.g., avoids having concealment voided by back lighting).

f. Changes location only for a better option.

g. Maintains distance from cover for best optical effect on the suspect.

IV.B.2.9. Neutralize All Life Threatening Threats to Self or Others.

a. Engages target:
   (1) assumes an appropriate shooting position; and
   (2) secures a snap sight picture.

b. Discharges the firearm at threats.

c. Continues to fire until threats are neutralized:
   (1) reloads the firearm as necessary;
   (2) takes corrective action if the firearm stops functioning; and
   (3) reassesses tactical positioning.

d. Scans field of fire for possible additional adversaries:
   (1) looks up and down; and
   (2) looks from side to side.

IV.B.2.10. Demonstrate Proficiency in Tactical Marksmanship.

a. Demonstrates proper use of firearms:
   (1) loads and unloads firearms properly; and
   (2) uses single and double action capabilities of a semi-auto.

b. Verifies continuously that firearms are loaded and functional.

c. Selects an appropriate firearm to be discharged (e.g., handgun, shotgun or rifle) by considering:
   (1) the type of firearm in suspect's possession;
   (2) the presence of bystanders;
   (3) the geographical location of the confrontation; and
   (4) departmental policy.

d. Uses verbal commands, when feasible, to instruct and/or warn others that a firearm is going to be discharged.

e. Controls emotions:
   (1) maintains proper safety procedures;
   (2) maintains accuracy; and
   (3) makes use of protective cover.

f. Discharges the firearm from protective cover, when available.

g. Displays correct emergency procedures if the firearm ceases to function when discharging it:
   (1) attempts to clear stoppage;
   (2) uses a tactical retreat when appropriate; and
   (3) considers using a backup or alternate firearm, if available, if stoppage cannot be cleared.

h. Demonstrates proficient use of the firearm to meet an acceptable standard by shooting accurately while maintaining control.

i. Scores minimum acceptable score on target at various distances.

Module History:

Revised 01/10

Basic Training Module Specifications

Functional Area: IV. Police Skills

Subject Area: B. Firearms

Module Title: 3. FIREARM SKILLS ASSESSMENT

Hours: 8

Notes to Instructor:

Module Objectives:

IV.B.3.1. Demonstrate Proficiency in Firearms Skills by Attaining a Passing Score on all Phases of the Mandatory Final Assessment.

a. Attains a documented passing score on all 20 dimensions of assessment for handgun and all 10 dimensions of assessment for shotgun.

b. Attains a passing score on handgun marksmanship in full light.

c. Attains a passing score on both close and intermediate handgun combat in full light.

d. Attains a passing score on both close and intermediate handgun combat in low light.

e. Attains a passing score on shotgun in full light.

Basic Training Module Specifications

Functional Area IV. Police Skills

Subject Area: B. Firearms

Module Title: 4. PATROL RIFLE

Hours: 12

Notes to Instructor:

MCOLES designed this material to be taught by an instructor with expertise in patrol rifle or long rifle training. Completion of a firearms instructor course in this content area, or similar course, is recommended.

MCOLES intends for these training objectives to be taught at the introductory level for basic recruit training. In other words, the objectives are essentially an introduction to patrol rifle competencies. It should be emphasized that the objectives do not fulfill any statewide patrol rifle "certification" requirements. Accordingly, it is expected that local law enforcement agencies will provide the necessary and relevant in-service training in this topic to their officers depending on individual needs, organizational policies and procedures, and equipment.

Module Objectives start on the next page:

IV.B.4.1 Participate in a Classroom Facilitated Discussion of a Critical Situation that Includes the Decision to Use the Patrol Rifle.

a. Using a table-top scenario (see session I of the Facilitator Guide), actively participates in a facilitated discussion of a reality-based critical situation, by discussing:
   (1) the nature of the problem;
   (2) the skills or knowledge necessary to handle the situation;
   (3) various possible responses to the situation; and
   (4) how effective the selected responses are in handling the situation.

Notes to Instructor:

The purpose of the facilitated discussion is to give the students an opportunity to evaluate a real life incident using critical thinking skills. The class discussion is not meant to be a substitute for practical exercises on the range. Instead, instructors, as facilitators, are urged to use class discussion to enhance the participants' critical thinking and decision making competencies.

Placing this objective as the first training objective in the patrol rifle module is intentional. Understandably, the students will not have had specific training in patrol rifle, but they will still be able to make contributions to the discussion. Note sub-objective (2) above. Through brainstorming, elicit from the students what skills will be needed to handle a situation that calls for the use of a patrol rifle. The scenario provides context for the subsequent training objectives and "sets the stage" for the continued learning.

A relevant video may be used as a substitute for the table-top scenario, however, instructors must ensure that a meaningful discussion takes place in the classroom.

[See Facilitator Guide]

IV.B.4.2 Identify Common Characteristics of Patrol Rifles.

a. Defines patrol rifle, or carbine, as used by many law enforcement agencies, as a weapon with the following common characteristics:
   (1) semi-automatic;
   (2) magazine-fed (usually external);
   (3) gas operated;
   (4) intermediate power;
   (5) .223 or .30 caliber (on average);
   (6) 18 to 24 inch barrel length (on average).

b. Identifies the common types of rifles:
   (1) semi-automatic;
   (2) bolt action, where the shooter manually chambers a round;
   (3) pump action, where a hand-grip pump chambers a round;
   (4) lever operated, where a lever located under the trigger guard chambers a round;
   (5) selective fire, including the ability to shoot auto and semi-auto;
   (6) pistol caliber v. rifle caliber.

c. Recognizes the common models of semi-automatic rifles used by law enforcement agencies, including:
   (1) Colt AR-15;
   (2) Remington .223;
   (3) Ruger Mini-14 .223;
   (4) Heckler-Koch G36; and
   (5) other common types of patrol rifles.

d. Identifies the major components of a typical patrol rifle and the functions of each:
   (1) barrel, as the metal, cylindrical part of the firearm through which the bullet travels;
   (2) butt, as the larger end of the rifle that enables placement against the shoulder when shooting;
   (3) chamber, as the enclosed space at the bore of the rifle that holds the round;
   (4) charging handle, as the device that withdraws the bolt to chamber a round;
   (5) extractor, as the mechanism that pulls spent round from the chamber;
   (6) ejector, as the mechanism that causes an empty shell or live round to be expelled from the rifle;
   (7) magazine, as the device that holds the live rounds;
   (8) safety, as the device that prevents the rifle from firing;
   (9) sights, as the devices used to aim the rifle (front and rear);
   (10) trigger, as a lever, when pulled manually by the finger, will fire the weapon; and
   (11) trigger guard, as the part of the rifle that protects the trigger.

IV.B.4.2 Identify Common Characteristics of Patrol Rifles. (continued)

e. Describes the basic operations of the patrol rifle, including:
   (1) administrative loading/unloading;
   (2) emergency reloading;
   (3) tactical reloading;
   (4) adjusting sights; and
   (5) use of sling.

IV.B.4.3 Determine When to Deploy the Patrol Rifle.

a. Lists the potential advantages of using a patrol rifle on the scene, including:
   (1) extended range;
   (2) faster reloading capability;
   (3) greater long-range accuracy;
   (4) increased stability;
   (5) mild recoil and ease of operation;
   (6) increased penetration (into body armor, e.g.); and
   (7) the potential for reduced liability (one round v. buckshot, e.g.).

b. Lists the potential disadvantages of using a patrol rifle on the scene, including:
   (1) longer ballistic range in close quarters;
   (2) potential increased danger to bystanders;
   (3) additional training needed;
   (4) departmental expense and logistics; and
   (5) inability to deliver special munitions (non-lethal, e.g.).

c. Evaluates the use of the patrol rifle in certain critical situations, including;
   (1) hostage incidents;
   (2) extended perimeters;
   (3) sniper incidents;
   (4) armed encounters;
   (5) calls involving weapons; and
   (6) other critical incidents.

d. Recognizes how local agency policies and procedures or departmental standard operating procedures affect the decision to deploy a patrol rifle by a responding officer.

IV.B.4.4 Demonstrate an Understanding of the Fundamentals of Marksmanship.

a. Defines the fundamentals of marksmanship as:
   (1) sight alignment, as the relationship of the front and rear sights, where the shooter looks through the notch of the rear sight and centers the front sight into the notch by using a proper stock/cheek weld;
   (2) sight picture, as the connection among the rear sight, front sight, and the target, where the shooter focuses the sights on the target using the dominant eye;
   (3) trigger control, as the steadily pulling the trigger without disturbing the perceived aim;
   (4) breath control, as preventing the rifle from moving up and down by breathing normally during shooting, including using a normal respiratory pause;
   (5) follow-through, as maintaining the sight picture momentarily even after the round has been fired to ensure that there is no undue movement; and
   (6) concentration, as paying special attention to the fundamentals of marksmanship, particularly during shootings in real-life situations.

b. Demonstrates the common shooting positions when firing the patrol rifle, by assuming a:
   (1) standing position, by
      (a) placing feet shoulder width apart in an upright position;
      (b) placing the stock high against the shoulder;
      (c) holding the support hand under the stock (fore-end);
      (d) properly aiming the weapon from the position;
   (2) high-kneeling position, by
      (a) dropping the dominate knee to the ground;
      (b) extending the weak leg toward the target;
      (c) shouldering the weapon;
      (d) keeping the back straight; and
      (e) properly aiming the weapon from the position;
   (3) prone position, by
      (a) lowering the strong elbow onto the ground so shoulders are level;
      (b) positioning the rifle to attain proper sight alignment;
      (c) placing the ankles flat on the ground with legs spread; and
      (d) bending the strong-side leg slightly; and
      (e) keeping the body positioned behind the rifle; and
   (4) barricade position, by
      (a) stepping behind a barricade to make a smaller target; and
      (b) not letting the rifle touch the surface of the barricade.

IV.B.4.4 Demonstrate an Understanding of the Fundamentals of Marksmanship. (continued)

c. Considers that sight alignment, trigger control, and breath control must be maintained while shooting in various positions and that the selection of the position will be determined by the facts of each individual situation.

d. Considers that marksmanship is a "perishable" skill and may degrade over time unless practiced and honed.

IV.B.4.5 Demonstrate an Understanding of the Operations of the Patrol Rifle.

a. Prepares for firing by loading the patrol rifle or carbine:
   (1) grips the rifle properly and safely, pointing the muzzle in a safe direction;
   (2) places the safety in the "on" or "safe" position;
   (3) inserts a loaded magazine into the magazine well (projectile toward barrel);
   (4) cycles the bolt to feed a round into the chamber;
   (5) places the safety in the "off" position; and
   (6) assumes a ready position.

b. Unloads the patrol rifle or carbine:
   (1) points muzzle in safe direction;
   (2) places safety in the "on" or "safe" position;
   (3) activates the magazine release button;
   (4) ejects the magazine;
   (5) cycles or withdraws the bolt fully to the rear;
   (6) locks bolt to rear; and
   (7) inspects the chamber visually to ensure it is clear of all ammunition.

c. Explains that combat loading includes:
   (1) releasing the empty magazine;
   (2) inserting a fully-loaded magazine;
   (3) cycling the bolt; and
   (4) continuing to fire under stressful conditions, if necessary.

d. Explains that tactical loading includes:
   (1) releasing a partially loaded magazine;
   (2) inserting a fully loaded magazine;
   (3) continuing to fire, if necessary; and
   (4) retaining the partially expended magazine.

e. Performs a safety or function check of the patrol rifle, by:
   (1) pointing the rifle in a safe direction;
   (2) unloading rifle and visually and physically checking the chamber;
   (3) pulling the charging handle to rear and releasing;
   (4) pulling the trigger while on safe (nothing should happen);
   (5) pulling the trigger while safe is off (click should be heard);

IV.B.4.5 Demonstrate an Understanding of the Operations of the Patrol Rifle. (continued)

(6) holding trigger to rear, pulling and releasing handle (click should be heard); and
(7) releasing and pulling trigger (click should be heard).

f. Explains sight adjustment, which includes
(1) adjusting the rear sights of the rifle;
(2) ensuring proper elevation and windage;
(3) placing shots accurately in the center of the target from a known distance.

g. Clears malfunctions by initiating common techniques;
(1) fail to feed – tap magazine, rack action, and continue;
(2) fail to fire – tap magazine, rack action, and continue;
(3) fail to eject – take magazine out, cycle bolt, visually check chamber, continue;
(4) fail to extract – remove magazine, cycle bolt, load chamber, continue; and
(5) makes a transition to handgun if unable to clear malfunction in a timely manner.

Notes to Instructor:

For sub-objective (f), the students are not required to *zero* or *sight* the rifle. However, the students should understand the concept and be prepared to follow the procedures of their individual agencies, per departmental policies and procedures.

IV.B.4.6 Demonstrate a Working Knowledge of Rifle Ammunition.

a. Identifies the types and functions of various ammunition:
   (1) describes the components of a round as:
      (a) projectile or bullet;
      (b) case or casing
      (c) primer;
      (d) rim; and
      (e) powder charge;
   (2) describes the size of ammunition as its caliber, as measured in inches (e.g., .223) or millimeters (e.g., 5.56);
   (3) describes the types of rounds as:
      (a) jacketed lead, composed of a solid lead bullet with a rounded nose;
      (b) full metal jacket, which includes a fully encased bullet producing increased muzzle velocity;
      (c) soft point, consisting of exposed soft lead with slower expansion capabilities on impact; and
      (d) hollow point, meant to expand when entering the target;
   (4) describes terminology related to external and terminal ballistics:
      (a) range, as the total distance a round can travel;
      (b) drop, as gravity causing the projectile to dip below the line of sight;
      (c) terminal effects, as what happens when the round hits the intended target;
      (d) muzzle velocity, as the speed of a bullet exiting the muzzle, as measured in feet-per-second;
      (e) line of sight, as a conceptual line from the eye through the sights to the target; and
      (f) line of trajectory, as the slightly curved path of a projectile in flight; and
   (5) considers that some patrol rifle ammunition has the capability of piercing protective body armor.

IV.B.4.7 Employs Sound Tactics When Responding to Critical Situations.

a. Evaluates when to use the patrol rifle by considering;
   (1) officer safety and the safety of others;
   (2) the totality of circumstances;
   (3) whether the use of deadly force may be justified;
   (4) the nature and seriousness of the situation;
   (5) the presence of bystanders or innocent onlookers;
   (6) whether their actions will be considered objectively reasonable;
   (7) the ability to place an effective shot; and
   (8) the backdrop, including low-light conditions.

b. Recognizes the importance of cover and concealment when responding to a dangerous firearms situation:
   (1) concealment, which refers to not being seen by a suspect, but offers little physical protection in a shooting; concealment may include:
      (a) bushes;
      (b) brush;
      (c) small trees; and
      (d) shadows;
   (2) cover, which pertains to physical protection from hostile fire and may include:
      (a) vehicles;
      (b) cement curbs;
      (c) patrol vehicles;
      (d) concrete utility poles; and
      (e) various barricades;
   (3) low profile, used when cover and concealment are not available; and
   (4) tactical retreat from the situation, when appropriate.

c. Demonstrates the importance of being able to change cover or concealment while armed with a patrol rifle, and being able to reload under fire, depending on the rapidly changing nature of the circumstances.

Notes to Instructor:

Officer safety is an essential component of any law enforcement training session. What may be missing from skills training, however, is the idea that making proper officer safety decisions can also slow a rapidly evolving situation into a time frame that allows for improved decision making. For instance, appropriate positioning on a felony traffic stop not only provides a level of officer safety, it also slows the situation itself to a manageable level and causes things to happen one step at a time. By performing as trained, the officers can greatly improve their ability to read the intentions of the suspects. Remember, the idea is to emphasize what officers can do *before* they encounter a suspect by performing as trained. Students must be made aware of this concept.

IV.B.4.8 Secure a Rifle at a Scene.

a. Requests assistance from a knowledgeable officer when securing an unfamiliar rifle.

b. Makes visual assessment of the rifle to be secured:
   (1) inspects for mechanical safety device; and
   (2) pays attention to live, empty, and fired rounds.

c. Takes physical control of a rifle with due regard for its potential as evidence:
   (1) points rifle in safe direction;
   (2) places the safety in the "on" position;
   (3) activates the magazine release;
   (4) ejects the magazine;
   (5) cycles the bolt to the rear; and
   (6) inspects chamber visually and physically.

d. Removes ammunition and again inspects the chamber visually and physically.

e. Secures the rifle physically (e.g., locked containers).

IV.B.4.9 Satisfactorily Completes the MCOLES Patrol Rifle Course of Fire that Meets or Exceeds an Established Standard.

a. Passes the MCOLES patrol rifle proficiency course that includes:
   (1) three shooting positions, including:
      (a) standing;
      (b) kneeling; and
      (c) prone;
   (2) fixed distances of 25 yards, 15 yards, and 5 yards;
   (3) a discussion of movement during target engagement;
   (4) precision shooting, used when:
      (a) the suspect is not in close proximity;
      (b) there is little stress to shoot;
      (c) time is not a factor; and
      (d) no active engagement is involved;
   (5) reactive shooting, used when:
      (a) the suspect is in close proximity;
      (b) the suspect is actively engaging the officer;
      (c) high stress levels are present; and
      (d) quick, but appropriate, decision-making is necessary.

b. Demonstrates compliance with general range safety rules:
   (1) obeys all commands immediately;
   (2) points the rifle down range when loading or unloading;
   (3) observes “cease fire” command;
   (4) handles rifle on the range only at the direction of the instructor;
   (5) secures firearm properly before scoring the target; and
   (6) places finger in the trigger guard only when intending to pull the trigger.

Basic Training Module Specifications

Functional Area: IV. Police Skills

Subject Area: C. Police Physical Skills

Module Title: 1. MECHANICS OF ARREST AND SEARCH

Hours: 8

Notes to Instructor:

Review the legal basis for the objectives but the emphasis should be on techniques.

Module Objectives:

IV.C.1.1. Conduct a Frisk or Pat Down.

a. Determines that there is reasonable suspicion to justify a stop and frisk:
   (1) believes that suspect may be armed and presently dangerous; and
   (2) believes that a crime is about to be or has been committed; or
   (3) the officer can articulate an objective and reasonable belief that the suspect is potentially dangerous.

b. Stops the suspect if there is reasonable suspicion for the stop.

c. Informs the suspect of the reason for the stop, if appropriate.

d. Orders the suspect to assume an appropriate position for the pat down.

e. Conducts the pat down for weapons and possible weapons, paying specific attention to armpits, waistband, groin area, middle of back, hats, etc.

f. Seizes any possible weapon, if found and continues to search.

g. Identifies suspect of stop and pat down before releasing him/her, if there is no cause to affect an arrest.

IV.C.1.2. Execute the Arrest of a Person.

a. Advises the person that he/she is under arrest.
b. Takes the person into physical custody.
c. Uses the amount and type of force appropriate to complete the arrest:
   (1) uses only that force necessary to control the situation;
   (2) this may mean avoiding a confrontation until adequate backup is available.

IV.C.1.3. Handcuff a Suspect or Prisoner.

a. Controls subject through the use of commands and/or physical force, so that he/she is in position to be handcuffed.
   (1) ensures subject is under control prior to handcuffing.

b. Places subject in appropriate position to be handcuffed (e.g., spread-eagle, prone, kneeling, standing).

c. Applies handcuffs to subject so that the prisoner is securely restrained (i.e., locked securely, but sufficiently loose so that the subject is not injured.)

d. Ensures subject handcuffed behind back, double locked, palms out.

e. Demonstrates an understanding of the procedures that should be used to prevent Police Custody Death Syndrome (PCDS) by:
   (1) using restraints and/or procedures that will not place the subject in a position where breathing will be dangerously impaired (e.g., head down with chin on chest);
   (2) recognizing the signs and symptoms associated with PCDS (e.g., bizarre, aggressive behavior, shouting, paranoia, panic, violent behavior, use of drugs and/or alcohol, unexpected physical strength, obesity, sudden tranquillity, ineffectiveness of chemical agents, etc.);
   (3) seeking medical assistance when appropriate

f. Handcuffs subjects transported long distances in front only, if a belly chain used.

IV.C.1.4. Conduct a Field Search of Arrested Persons.

a. Evaluates degree to which suspect may resist search based on nature of offense, number of suspects and number of officers present.

b. Positions searching officer and covering officer(s) to maintain an open line of fire in the event of resistance.

c. Places suspect in position where officer can maintain physical control (e.g., spread-eagle, prone or standing, kneeling, etc.).

d. Handcuffs suspect prior to searching.

e. Conducts a systematic search of suspect starting at head and working down, paying specific attention to groin, armpits, waistband, middle of back, etc.

f. Seizes any weapons, contraband, evidence, or fruits of a crime found in the field search.

g. Segregates searched suspects from unsearched suspects.

IV.C.1.5. Conduct a Custodial Search.

a. Requests prisoner to remove all personal property.

b. Searches prisoner systematically, removing all property (e.g., belt, money, jewelry, contraband).

c. Inventories prisoner's personal property following departmental procedures (e.g., counts all money in prisoner's possession, lists all property on inventory sheet, requests prisoner to verify inventory list, stores prisoner's property).

d. Seizes evidence discovered during the custodial search including weapons, contraband, and fruits of a crime.

e. Documents the articles seized during the custodial search to preserve the chain of evidence (e.g., tags evidence, writes report, initials evidence).

f. Delivers evidence to the proper authorities for further processing (e.g., crime lab, arresting officer) ensuring that the chain of evidence is preserved.

Basic Training Module Specifications

Functional Area: IV. Police Skills

Subject Area: C. Police Physical Skills

Module Title: 2. POLICE TACTICAL TECHNIQUES

Hours: 5

Notes to Instructor:

The film or videotape "Pursuing Suspects on Foot" F26 or VT84 is available from the MCOLES Law Enforcement Resource Center.

Module Objectives:

IV.C.2.1. Pursue a Fleeing Suspect on Foot.

a. Notifies dispatcher of intentions to chase.

b. Evaluates the situation to determine:
   (1) if there are potential hazards, (e.g., the possibility of an ambush),
   (2) if obstacles exist,
   (3) the type of terrain,
   (4) if there are shortcuts, and
   (5) if other persons are present who may assist or interfere.
   (6) makes use of available cover and uses appropriate tactics to minimize risk.

c. Pursues suspect on foot, recognizing that certain limitations exist (e.g., the officer's physical condition, the subject's physical skills) and paces self accordingly.

d. Remembers that safety of officers and citizens are paramount and pursuit should be terminated rather than cause exposure to unreasonable risk.

IV.C.2.2. Break Through a Door Using Force.

a. Evaluates the construction of the door and the setting (e.g., the possibility of an armed person or dangerous animal on other side, how the door is hinged, etc.). Body armor and specialized equipment should be employed in high risk situations.

b. Determines method to be used to break through door (e.g., uses physical strength, rams, pries, uses sledge hammer, etc.).

c. Uses physical force to break through door (e.g., own physical resources and/or use of equipment).

d. Initiates forced entries in high risk situations only with a backup.

IV.C.2.3. Use Cover and Concealment to Ensure Officer Survival.

a. Distinguishes between cover and concealment.
   (1) identifies commonly encountered objects that are good cover.
   (2) identifies commonly encountered objects that offer concealment but not cover.

b. Uses available cover to best advantage:
   (1) recognizes that to continually appear from the same spot is to seriously negate the value of the cover;
   (2) does not leave cover unless a destination has been decided on; moves from one covered position to another covered position;
   (3) does not leave cover with a partially-loaded weapon; dumps rounds on the ground and reloads;
   (4) tracks subject to protect covered position;
   (5) maintains cover even if the attacker is down:
      (a) calls for a backup and lets the backup approach the downed subject.

c. Uses available concealment to best advantage:
   (1) recognizes the advantages of concealment:
      (a) offers limited protection from observation of suspect;
      (b) allows time to observe suspect location and movement;
      (c) allows time to identify a covered position;
      (d) allows time to direct other officers' positioning.

   (2) recognizes the limitations of concealment:
      (a) offers limited protection from a suspect on the move;
      (b) provides no protection from lines of fire;
      (c) offers no protection if the suspect(s) observed movement into the position of concealment.
   (3) seeks cover to replace concealment when possible.

IV.C.2.4. Use Light Effectively.

a. Uses flashlight effectively and safely:
   (1) positions flashlight away from body;
   (2) uses flashlight intermittently;
   (3) moves after using flashlight;
   (4) does not create silhouettes.

b. Uses environmental light effectively:
   (1) does not create a silhouette;
   (2) allows eyes to adjust to low light levels;
   (3) acts to protect night vision;
   (4) uses shadows to personal advantage.

IV.C.2.5. Protect Handgun Using Weapons Retention Techniques.

a. Uses preventive measures to keep a subject from taking the handgun.
   (1) maintains approximately six (6) feet of distance between the subject and self.
   (2) positions the body with the weapon away from the subject.
   (3) maintains good balance to facilitate a strong response, if needed.
   (4) keeps the weapon secured in the holster.

b. Uses offensive techniques to retain the holstered handgun when a subject attempts to take it.
   (1) secures and traps the weapon in the holster by grabbing the subject's hand(s) and forcing the weapon down and back into the holster.
   (2) disengages the subject's grip from the weapon while retaining the weapon using leverage or striking techniques.

c. Uses offensive techniques to recover an unholstered handgun when a subject attempts to take the weapon.
   (1) disengages the subject's grip from the weapon using leverage, striking or any other technique which proves effective.
   (2) keeps muzzle pointed away from self.

Basic Training Module Specifications

Functional Area: IV. Police Skills

Subject Area: C. Police Physical Skills

Module Title: 3. APPLICATION OF SUBJECT CONTROL

Hours: 4

Notes to Instructor:

These training objectives are to be used in conjunction with the MCOLES Subject Control Continuum (SCC) and the 10 minute video "Subject Control Continuum." Trainees will need ready access to the continuum during the training.

Module Objectives:

Upon completion of this module, the officer will be able to:

IV.C.3.1. Demonstrate an Understanding of the Law as it Relates to the Use of Force.

a. Identifies that in order for an officer to use force there must be a legal basis for the initial contact or intrusion.

b. Describes that an officer's duty is to uphold the law and is not required to retreat from an arrest or confrontation situation by reason of resistance shown.

c. Identifies that only that force (control methods) reasonably **necessary** to apprehend a suspect may be used (People v McCord, 76 Mich 200 (1889); Werner v Hartfelder, 113 Mich App 747 (1982)).

d. Describes that force (control methods) must be used in an "**objectively reasonable**" manner in light of the facts and circumstances (Totality of the Circumstances) surrounding the officer, consistent with Graham v Connor, 109 S.Ct. 1865 (1989):
   (1) defines reasonableness as being determined by:
      (a) balancing the nature and quality of the intrusion with the need for governmental action;
      (b) the severity of the crime at issue;

IV.C.3.1. Demonstrate an Understanding of the Law as it Relates to the Use of Force. (continued)

(c) whether the suspect poses an immediate threat to the safety of officers or others;

(d) whether the suspect is actively resisting arrest or attempting to evade arrest by flight;

(e) a reasonable officer on the scene, rather than 20/20 hindsight; and

(f) the fact that police officers are often forced to make split second judgments under circumstances that are tense, uncertain, and rapidly evolving; and

(2) identifies that the reasonableness of the use of force is judged at the moment the force was used.

e. Describes deadly force as any force used by an officer (against another person) that has a reasonable probability to cause death.

f. Describes non-lethal force as force used by an officer that will not reasonably be expected, or have the likely potential, to cause death.

g. Identifies that deadly force may be used under the following conditions:

(1) in self-defense when the officer has reason to believe he is in imminent danger of death or great bodily harm;

(2) in defense of another when the officer has reason to believe there is imminent danger of death or great bodily harm;

(3) to apprehend a fleeing felon where the officer has probable cause to believe that: (Tennessee v Garner, 105 S.Ct. 1694 (1985), Washington v Starke 173 MichApp 230 (1988)).

(a) the suspect has threatened an officer with a weapon; **or** the officer has probable cause to believe that the suspect has committed a crime involving the infliction or threatened infliction of serious physical harm;

(b) the use of deadly force is necessary to prevent the suspect's escape; and

(c) if feasible, some warning has been given.

(4) on other occasions covered by departmental policy (e.g., shoots injured animals).

h. Describes departmental policy as also defining the circumstances where force may be used.

IV.C.3.2. Demonstrate an Understanding of the MCOLES Subject Control Continuum (SCC).

a. Defines the terms listed on the Continuum:

(1) **Active Aggression** - Physical actions/assaults against the officer with less than deadly force (e.g., advancing, challenging, punching, kicking, grabbing, wrestling, etc.).

(2) **Active Resistance -** Any action by a subject that attempts to prevent an officer from gaining control of the subject. (e.g., pulling/pushing away, blocking, etc.).

(3) **Compliance Controls** - Soft Empty Hand Techniques (e.g., joint lock, pressure points, etc.); Compliance Control Devices (e.g., Do-Rite, baton, Kubotan, PR-24, etc., **when used as a compliance control device rather than as an impact weapon).**

(4) **Control** - is established when the subject's unlawful action(s) are neutralized and no longer pose a threat to the officer, himself, and/or others.

(5) **Deadly Force Assault** – Any force used by a subject (against an officer or another person) that may result in great bodily harm or the loss of human life.

(6) **Deadly Force Response –** Any force used by an officer (against another person) that has a reasonable probability to cause death.

(7) **De-escalation of Force** - is the officer's decreased control response to a subjects decreased level of resistance or aggressive action (This does not mean to imply the officer must ease all control. Control must be maintained at an appropriate level).

(8) **Escalation of Force** - is the officer's increased reasonable and necessary control response to a subject's increased level of resistance or aggressive action when the level of force being used is insufficient to stop or control the resistance or aggressive action.

(9) **Force** - is the attempt to establish control through physical means, in the presence of resistance.

(10) **Inactive Resistance** - Resistance that may include psychological intimidation and/or verbal resistance. (e.g., blank stare, clenching of fist(s), tightening of jaw muscles, etc.).

(11) **Intermediate Controls** - Intermediate Weapons (i.e., impact weapons).

(12) **Objective Reasonableness** - is the officer's action consistent with the actions another officer would take given the same circumstances.

(13) **Officer Presence/Verbal Direction** - Identification of Authority (i.e., uniformed presence, or identification as a police officer) Verbal Direction (e.g., for arrest or to control subject's movements) Use of Restraint Devices (e.g., Compliant Handcuffing).

IV.C.3.2. Demonstrate an Understanding of the MCOLES Subject Control Continuum (SCC). (continued)

(14) **Officer Response** - Is the officer's lawful action taken to gain control of a subject whose unlawful actions create a dangerous situation for the officer or others, or the subject is attempting to defeat the officer's attempt to gain control.

(15) **Passive Resistance** - Any type of resistance whereby the subject does not attempt to defeat the officer's attempt to touch and control the subject, but still will not voluntarily comply with verbal and physical attempts of control. (e.g., dead weight, doesn't react to verbal commands, etc.)

(16) **Physical Controls** - Hard Empty Hand Techniques (e.g., strikes, take downs, etc.)

(17) **Subject Action** - Unlawful actions (verbal or physical) taken by a subject to defeat an officer's attempt to gain control of the subject during an arrest or confrontational situation. **The subject's action, combined with the totality of circumstances, determines the officer's response.**

(18) **Totality of Circumstances** - All the facts and circumstances confronting the officer, at the time the force is used. These include, but are not limited to:

(a) type of crime committed or attempted,
(b) relative size/stature of subject(s),
(c) exigent conditions: number of officers on scene, number of subjects involved, and availability of back-up;
(d) relative strength;
(e) subject(s) access to weapons;
(f) subject(s) under the influence of alcohol or drugs;
(g) exceptional abilities/skills (e.g., martial arts);
(h) injury to, or exhaustion of, the officer;
(i) weather or terrain conditions;
(j) immediacy of danger;
(k) distance from the subject;
(l) special knowledge (e.g., subject's prior history of violence, etc.);
(m) reaction time: the officer must consider that action is faster than reaction, thus the officer must pay attention.

IV.C.3.2. Demonstrate an Understanding of the MCOLES Subject Control Continuum (SCC) (continued)

(n) reactionary gap: officers should be cognizant of, and utilize a reactionary gap during all police/subject contacts. The reactionary gap is defined as a safety zone between the officer and subject which affords the officer more time to react to aggression:
- (i) the minimum distance is six to eight feet;
- (ii) varies with type of weapon the subject may possess (e.g., minimum 21 feet with edged weapon);
- (iii) the officer generally has two "Reactionary Options" available:
  - (1) penetrate the gap to attempt control; or
  - (2) disengage to create distance.

IV.C.3.3. Demonstrate an Understanding of the Relationship Between the Use of Force and the MCOLES Subject Control Continuum (SCC).

a Identifies the Continuum as a general training guideline for controlling subjects in arrest or confrontation situations.

b. Describes the Continuum as graphically displaying that the escalation or de-escalation of resistance by a subject can be sudden and:
- (1) that resistance and response are dynamic;
- (2) the subject's action and the officer's use of force to control it may fluctuate through out the continuum during any encounter;
- (3) the officer's appropriate response may occur anywhere along the continuum which represents an **objectively reasonable** response to the perceived threat (subject's action(s));
- (4) the subject's action(s) is the driving force that dictates the officer's response;
- (5) that all the facts and circumstances (Totality of Circumstances) known to the officer at the time, will affect the officers response;

IV.C.3.3. Demonstrate an Understanding of the Relationship Between the Use of Force and the MCOLES Subject Control Continuum (SCC). (continued)

(6) that as the subject's action(s) become more resistant or aggressive (violent):
- (a) the officer's response must be sufficient enough to gain control or prevent injury or death to the officer;
- (b) the officer's use of force must be in proportion to the threat perceived by the officer;
- (c) the officer's options for control of the subject become limited;
- (d) the potential for injury to the officer, subject, and others increases; and
- (e) the immediacy of a decisive and appropriate response is critical.

(7) that as the subject's action(s) ceases and/or resistance is reduced:
- (a) the officer must still gain and maintain control;
- (b) the officer must reduce the amount of response force used proportionally; and
- (c) the officer must be alert and ready to respond to any attempt by the subject to escalate resistance or assault the officer or others.

(8) that all officer response controls available at the lower end of the continuum are still available as the subject's action escalates;

(9) that the majority of officer-subject contact is not depicted on the continuum in that:
- (a) most subject arrests are completed through verbal direction (there is **no resistance** by the subject) and the application of handcuffs; and
- (b) most officer-subject confrontations where an arrest is not made are resolved peacefully; and

(10) that the majority of officer-subject contacts which involve subject resistance occur at the lower end (light shaded area) of the continuum.

IV.C.3.4. Demonstrate an Understanding of the Decision Making Process Required to Use the Appropriate Amount of Force in Gaining Control of a Subject.

a. Assesses the situation by considering the Totality of Circumstances.

b. Plans for an appropriate response:
   (1) where reaction time may be very limited (split second):
      (a) through training, and
      (b) mental preparation (situation rehearsals).
   (2) where there is time to analyze and formulate a plan of response.

c. Takes appropriate response action.

IV.C.3.5. Demonstrate an Understanding of the Concept of Control.

a. Identifies that control is established when:
   (1) the subject's resistive or aggressive actions are neutralized; and
   (2) the subject no longer poses an immediate threat to the officer, himself, or others.

b. Identifies that control is composed of two elements:
   (1) the officer must be able to control a subject's actions, and
   (2) the officer must be in complete control of his/her own emotions and actions because:
      (a) fair, coolheaded behavior can significantly reduce danger and de-escalate a situation, whereas
      (b) arrogant, insensitive officer behavior invites hostility and danger and can escalate a situation.

c. Identifies that self-control is the result of:
   (1) confidence in the officer's skills and abilities,
   (2) training, and
   (3) practice.

d. Identifies the officer's responsibility to intervene in situations where a fellow officer's actions:
   (1) indicate a loss of self control and/or
   (2) the use of force is not proportional to the level of resistance encountered (e.g., "street justice").

IV.C.3.5. Demonstrate an Understanding of the Concept of Control. (continued)

e.. Identifies that first aid and/or medical treatment may be needed for any person who has a visible injury, complains of an injury, or has been exposed to a chemical agent (e.g., OC spray, CN, CS, etc.) or other less lethal weapons (e.g. electrical device, impact projectile system, etc.) during an arrest/confrontation situation.

f. Demonstrates an understanding of conditions or procedures that may be associated with sudden in-custody deaths by:

(1) using restraints and/or procedures that will not place the subject in a position where breathing will be dangerously impaired (e.g., head down with chin on chest, **transporting subject on stomach**, etc.). Although there is a degree of disagreement amongst the medical community on whether "positional asphyxia" causes in-custody deaths, it may be prudent to limit the use of techniques (e.g., hog-tying) that may restrict breathing. In the event there is no other alternative to using the technique, an officer should be assigned to **continually monitor** the welfare of the subject;

(2) recognizing the signs and symptoms that may be associated with sudden in-custody deaths (e.g., bizarre, aggressive behavior, shouting, paranoia, panic, violent behavior, use of drugs and/or alcohol, unexpected physical strength, obesity, sudden tranquility, ineffectiveness of chemical agents, etc.);

(3) carefully monitoring subjects who have been taken into custody, and upon whom force was used;

(4) being alert to the subject's position when monitoring a their condition (get the subject upright or at least on his/her side.), and check for labored breathing, signs of incoherency, functional consciousness (get the person talking), and hyperventilation. If the subject starts to look very sick, states he cannot breathe or complains of being sick, emergency medical treatments should be sought.

(5) seeking medical assistance when appropriate.

IV.C.3.6. Write a Report That Documents the Officer's Use of Force.

a. Identifies that a well written report documenting the use of force is the officer's best defense against excessive force claims.

b. Utilizes the MCOLES Continuum as a guide while writing a use of force report to:
   (1) insure that all of the circumstances surrounding the use of force are described, and
   (2) consistent and correct terminology is used.

c. Writes the use of force report in accordance with objective II.D.1.5. and includes the following information in detail:
   (1) the legal basis for the contact or intrusion (lawful authority).
   (2) the Totality of Circumstances (refer to I.A.1.2.a.(18)) which includes, but is not limited to:
      (a) the exact description of the original call or reason for contact or intrusion;
      (b) the subject's action or behavior (including statements),
      (c) the subject's use of, or access to weapons;
      (d) the officer's response (e.g., verbal commands, soft empty hand controls, etc.) to control the subject's action;
      (e) the effectiveness of the control method(s) used; and
      (f) the subject's response to the officer's attempt at control.
   (3) Documents in detail any observable injuries, or complaints of injury(ies) to the officer and/or subject by:
      (a) describing how and when the injury(ies) occurred and the:
         (i) medical treatment required;
         (ii) location (e.g., at scene, hospital, etc.) of the medical treatment;
         (iii) attending medical personnel (e.g., paramedic, nurse, doctor, etc.);
         (iv) time elapsed between injury and treatment; and
      (b) photographing the injury(ies).
   (4) Documents damage to equipment (e.g., uniform, watches, glasses, patrol car, other property, etc.) that resulted from the subject's actions.

IV.C.3.7. Demonstrate an Understanding of the Liability Attached When Officers Use Force to Control a Subject.

a. Describes that there is a public trust attached to a police officer in that the people expect officers to:
   (1) be competent in the performance of their duties;
   (2) serve the public good, not act for personal gain;
   (3) perform in a non-discriminatory manner and not give preferential treatment; and
   (4) treat people fairly and not abuse the power of the position.

b. Identifies that society places a tremendous responsibility on law enforcement officers by granting them permission to use force, up to and including deadly force. (See II.B.1.1.d., pg II-10, Basic Training Curriculum)

c. Identifies that the general public supports officers in the use of force to effect an arrest or control subjects by:
   (1) expecting officers to respond with that force reasonably necessary to control the subject; and
   (2) expecting officers to protect themselves and others from injury or assault.

d. Describes the following formal sanctions that could result from the use of unreasonable force:
   (1) verbal reprimand,
   (2) written warning,
   (3) suspension,
   (4) dismissal,
   (5) criminal charges,
   (6) civil liability (Personal and Agency)
   (7) U.S. Federal (1983) Civil Rights Violation.

e. Identifies the officer's liability if he/she fails to intervene in situations where a fellow officer's actions:
   (1) indicate a loss of self control and/or
   (2) the use of force is not proportional to the level of resistance encountered (e.g., "street justice").

IV.C.3.7. Demonstrate an Understanding of the Liability Attached When Officers Use Force to Control a Subject. (continued)

f. Reviews MCL 15.391 – 15.395; Disclosures by Law Enforcement Officers Act. Also, Garrity v New Jersey, 385 US 93(1967).

g. Describes the best methods to comply with Tennessee v Garner, 105 S.Ct. 1694 (1985) , City of Canton, Ohio v Harris, 109 S. Ct. 998 (1989), and Graham v Connor, 109 S.Ct. 1865 (1989) as:
   (1) having a valid and up-to-date use of force policy;
   (2) reading and understanding the use of force policy;
   (3) reviewing the policy on an annual basis;
   (4) receiving adequate training in the control method(s) employed (e.g., firearms, chemical agents, impact weapons, etc.); and
   (5) receiving frequent updates relative to the emerging application of Garner, Canton, and Graham.

Module History:

Revised 4/06
Revised 12/07
Revised 1/10

Basic Training Module Specifications

Functional Area: IV. Police Skills

Subject Area: C. Police Physical Skills

Module Title: 4. SUBJECT CONTROL

Hours: 62

Note to Instructor:

All Use-of-Force coordinators and instructors must familiarize themselves with the overall concept of this standard prior to facilitating Subject Control training. Seeking a reasonable advantage during arrest and confrontational situations should be reinforced as a theme that runs throughout this block of training. This skill area shall be taught in conjunction with Mechanics of Arrest and Search (IV.C.1.), Police Tactical Techniques (IV.C.2.), and Application of Subject Control (IV.C.3.).

The successful demonstration of the fourteen required performance outcomes, listed under Performance Objective IV.C.4.4., is the official pass-fail component of this standard. To pass this skill area, each recruit must demonstrate the ability to satisfactorily achieve all fourteen outcomes during the assessment of this standard.

Performance Objectives:

Upon completion of this module, the officer will be able to:

- Demonstrate an understanding of a survival mindset.
- Demonstrate an understanding of tactical communication.
- Demonstrate an understanding of fear and anger management.
- Demonstrate appropriate tactics and techniques to achieve subject control during arrest and confrontational situations.
- Demonstrate an understanding of post force incident responsibilities and protocol.

Module Objectives:

IV.C.4.1. Demonstrate an Understanding of a Survival Mindset.

Notes to Instructor:

The concern of an officer voluntarily relinquishing control of his/her firearm to a subject and the potential for tragedy shall be specifically addressed and discussed with the students.

a. Describes a survival mindset as possessing the unwavering will to survive any and all physical confrontations, using any and all available tools including:
   (1) a positive mental attitude;
   (2) physical abilities;
   (3) duty equipment; and
   (4) the appropriate use of force (up to, and including, deadly force).

b. Recognizes the following threat cues as indicators of possible danger:
   (1) subject cues,
   (2) situational cues, and
   (3) environmental cues.

c. Responds to threat cues by:
   (1) using verbal commands;
   (2) tactically retreating;
   (3) waiting for back-up;
   (4) using contact or cover;
   (5) applying objectively reasonable force; and
   (6) employing other appropriate tactics and techniques.

d. Describes the benefits of physical, mental, and emotional preparation as:
   (1) competence,
   (2) confidence, and
   (3) appropriate response.

e. Describes the ramifications of the lack of preparation as:
   (1) incompetence,
   (2) panic,
   (3) inappropriate response, and
   (4) possible liability, injury or death.

f. Describes the survival mindset of a peace officer as guided by, and deeply rooted in, moral and ethical values, with peacekeeping as a primary objective.

IV.C.4.2. Demonstrate an Understanding of Tactical Communication.

a. Describes communication in police work as:
   (1) 5% of the job;
   (2) 93% non-verbal;
      (a) tone of voice; and
      (b) body language; and
   (3) the foundation of command presence.

b. Describes tactical communication techniques for subject control as:
   (1) clear and concise commands;
   (2) de-escalation techniques (verbal skills);
   (3) conflict resolution techniques;
   (4) negotiating;
   (5) allowing time to comply to officer's commands;
   (6) non-conflicting commands;
   (7) appropriate language;
   (8) adjusting levels of commands [low, medium, high] when current level is deemed ineffective;
   (9) non-verbal cues; and
   (10) other tactical communication techniques.

c. Considers the importance of post (subject control) incident communication with clear and concise:
   (1) verbal commands;
   (2) verbal notification and justification (articulation);
   (3) written documentation and justification; and
   (4) courtroom testimony and demeanor.

IV.C.4.3. Demonstrate an Understanding of Fear and Anger Management.

a. Defines fear as:
   (1) a natural, automatic, emotional response to perceived danger (real or unreal);
   (2) not a problem until it interferes with the ability to perform effectively;
   (3) heightened alertness during high risk situations;
   (4) controllable, which results in courage/bravery; and
   (5) changing with time and experience (stress inoculation).

b. Distinguishes the two types of fear by:
   (1) identifying reasonable fear as:
      (a) a controlled, legitimate, and manageable fear; and
      (b) a mechanism that is necessary for officer safety, if it is based on a reasonable perception; and
   (2) identifying unreasonable fear as:
      (a) generated in an officer's mind with no direct correlation to facts and situations; and
      (b) responsible for inappropriate responses, failure to respond, and over reaction.

c. Recognizes the body's response to fear:
   (1) adrenaline is released;
   (2) heart rate increases;
   (3) blood clotting enzymes flow into the system to minimize damage from wounds;
   (4) vision and hearing become more acute;
   (5) breathing increased;
   (6) muscles tense – skin perspires; and
   (7) pain thresholds raise.

d. Identifies the six phases of fear in a dangerous situation:
   (1) perception of fear;
   (2) awareness of vulnerability;
   (3) decision to take action;
   (4) survival phase;
   (5) decision to respond; and
   (6) response phase.

IV.C.4.3. Demonstrate an Understanding of Fear and Anger Management. (continued)

e. Distinguishes appropriate responses during the 6 phases of fear by:
   (1) recognizing that in the second phase (awareness of vulnerability), the officer faces vulnerability and potential lack of control;
   (2) recognizing that if the officer focuses on the danger and vulnerability, the officer will tend to feel weak and helpless;
   (3) recognizing that the officer must focus-in on the survival phase in order to control the feeling of vulnerability; and
   (4) recognizing that this focus will then be on evaluating the situation and determining the best course of action for survival.

f. Identifies the preparation involved for managing fear as:
   (1) appropriate training;
   (2) developing confidence in ability;
   (3) mental rehearsal;
   (4) controlled breathing (before, during, and after incident);
   (5) a belief system that officer can handle any situation; and
   (6) an important officer survival tool.

g. Defines anger as:
   (1) the feeling of displeasure resulting from perceived injury, mistreatment, opposition, etc.;
   (2) usually surfacing as a desire to fight back at the cause of the displeasure;
   (3) advantageous in some situations when controlled and/or channeled to help survive a crisis situation; and
   (4) a definite liability when inappropriate or uncontrolled (e.g., rage).

h. Identifies key factors to controlling of anger as:
   (1) awareness and identification of personal reaction (physical, mental, behavioral) which may range from mild irritation to a full-blown fury;
   (2) acknowledgement and recognition of anger as a normal emotion;
   (3) identification of situations most likely to cause anger reaction;
      (a) universal anger-provoking situations (e.g., being attacked or shot at); and
      (b) personal anger-provoking situations (e.g., those that “push our buttons”);
   (4) development of a mind set that “no one is worth my job” or “they are reacting to my uniform, not me”;
   (5) managing anger when it is at the lower end of the emotional scale;
   (6) expressing anger in an appropriate and controlled manner;
   (7) controlled breathing (before, during, and after incident); and
   (8) mental rehearsal to deal with anger-inducing situations.

IV.C.4.4. Demonstrate Effective Subject Control Techniques.

a. Approaches a subject or situation utilizing:
   (1) heightened awareness by;
      (a) observing the environment; and
      (b) observing the subject(s);
   (2) tactical positioning by;
      (a) maintaining reactionary gap;
      (b) angling off 45% from subject(s);
      (c) utilizing cover and/or concealment;
      (d) utilizing contact officer/cover officer concept, and
      (e) providing or blocking escape route for officer(s) or subject(s); and
   (3) the readiness to respond by;
      (a) maintaining a balanced officer stance;
      (b) maintaining weapon awareness (gun hip away if possible); and
      (c) maintaining hands waist level or higher, free, and available.

b. Applies handcuffs on a subject by:
   (1) using clear and concise verbal commands;
   (2) seeking a position of advantage;
      (a) controlling subject during handcuffing,
      (b) off-setting the subject's balance, and
      (c) handcuffing from a rear position;
   (3) disengaging appropriately;
   (4) checking for proper tightness and double-locking handcuffs; and
   (5) searching after handcuffing.

c. Conducts a weapons check (*Terry* pat-down) of a subject by:
   (1) using clear and concise verbal commands;
   (2) seeking a position of advantage by:
      (a) controlling both hands of the subject during pat-down;
      (b) off-setting the subject's balance;
      (c) conducting pat-down from a rear position;
      (d) using a systematic pat-down; and
      (e) safely securing contraband; and
   (3) disengaging appropriately.

IV.C.4.4. Demonstrate Effective Subject Control Techniques. (continued)

d. Conducts a custodial (full) search of a handcuffed subject by:
   (1) using clear and concise verbal commands;
   (2) seeking a position of advantage;
      (a) controlling the subject during the search.
      (b) off-setting the subject's balance;
      (c) searching from a rear position;
      (d) using a systematic search; and
      (e) safely securing contraband; and
   (3) disengaging appropriately.

e. Deploys chemical aerosol spray by:
   (1) identifying tactical considerations and ramifications;
   (2) identifying medical considerations and ramifications;
   (3) physically retrieving aerosol spray from holster proficiently and employing toward subject; and
   (4) ensuring appropriate after care is provided to contaminated subject(s):

f. Conducts a takedown of a subject from escort position and face to face by:
   (1) attempting to use a set-up or diversion if practical;
   (2) attempting to use leverage and balance rather than brute strength if practical; and
   (3) following through to ground control and handcuffing.

g. Employs empty hand control to effect:
   (1) control holds,
   (2) escorts,
   (3) pressure points,
   (4) joint locks, and
   (5) escapes;
      (a) from a choke hold (airway restriction),
      (b) from a neck restraint (carotid compression), and
      (b) from a bear hug.

h. Employs personal weapons to effect:
   (1) strikes;
      (a) kicks,
      (b) open palm strikes,
      (c) punches,
      (d) elbow strikes, and
      (e) knee strikes;
   (2) empty hand blocks: and
   (3) sudden assault response.

IV.C.4.4. Demonstrate Effective Subject Control Techniques. (continued)

i. Conducts vehicle extraction of a subject:
   (1) with awareness of vehicle mobility;
   (2) with awareness of environmental considerations;
      (a) inside the vehicle (weapons, other occupants, etc.); and
      (b) outside the vehicle (other traffic, weather conditions, etc.);
   (3) with awareness of limitations in maneuverability due to the restricted space of a car window or car door opening;
   (4) attempting to use a set-up or diversion if practical;
   (5) attempting to use leverage and balance rather than brute strength if practical; and
   (6) following through to control and handcuffing.

j. Employs the use of an impact weapon by:
   (1) distinguishing primary and secondary target areas (areas of impact);
   (2) identifying potential effects of strikes to each area;
   (3) physically employing impact weapons appropriately and proficiently; and
   (4) following through with control tactics and handcuffing.

k. Employs ground self-defense using:
   (1) falling/rolling techniques;
   (2) ground defensive positions; and
   (3) escape techniques.

l. Employs weapon retention:
   (1) when holstered by;
      (a) securing weapon in holster;
      (b) gaining a position of advantage; and
      (c) effecting release of weapon; and
   (2) when un-holstered by;
      (a) moving weapon and officer to avoid muzzle (laser rule);
      (b) securing a grip on the weapon;
      (c) gaining a position of advantage;
      (d) regaining control of the weapon; and
      (e) utilizing cover when appropriate.

m. Disarms a subject:
   (3) of a firearm by;
      (a) moving the weapon and officer to avoid muzzle (laser rule);
      (b) gaining a position of advantage;
      (c) neutralizing the threat (taking control of weapon or incapacitating the subject); and
      (d) utilizing cover when appropriate.

IV.C.4.4. Demonstrate Effective Subject Control Techniques. (continued)

Notes to Instructor:

Disarming a subject armed with an edged weapon should be discussed with the recruits during this block of instruction. A general awareness of the dangers of edged weapons and the importance of creating distance should be emphasized. The videotape entitled "Surviving Edged Weapons" produced by CALIBRE PRESS INC. is a recommended resource.

n. Employs close-quarter firearms techniques, when within 5' of subject, by:
   (1) utilizing a tucked (not fully extended) shooting position;
   (2) maintaining support hand safety (regarding one handed shooting);
   (3) employing natural movements (trained response);
   (4) moving (creating distance, changing location, moving off line);
   (5) utilizing a convulsive grip (firm/locked hand, arm, elbow and shoulder);
   (6) neutralizing the threat (incapacitating the subject); and
   (7) utilizing cover when appropriate.

IV.C.4.5. Demonstrate an Understanding of Post Force Incident Responsibility.

a. Employs appropriate after care by:
   (1) ensuring that medical care is provided as soon as practical for the subject(s) and/or officer (s); and
   (2) maintaining professional conduct and treatment of the subject(s) while incarcerated.

b. Makes proper notification regarding the use of force to supervisor and/or other personnel responsible for subject(s) care.

c. Ensures that crime scene is preserved and/or relevant evidence is collected.

d. Prepares documentation regarding the use of force and its justification.

e. Demonstrates awareness of post critical incident protocol:
   (1) tactical debriefing;
   (2) officer welfare/wellness check;
   (3) available department resources; and
   (4) psychological counseling

f. Demonstrates an understanding of potential emotional responses to critical incidents, including Post-traumatic Stress Disorder (PTSD).

IV.C.4.6. Demonstrate the Ability to Manage Subject Encounters Under Circumstances that Justify Varying Levels of Force.

a. Responds reasonably and tactically overall , based on the totality of circumstances, to subject encounters during training scenarios by:
   (1) recognizing level of authority;
      (a) authority to arrest (probable cause);
      (b) authority to detain (reasonable suspicion); or
      (c) no authority (consensual encounter);
   (2) controlling fear and anger;
   (3) maintaining a survival mindset;
   (4) selecting sound tactics during approach and encounter;
   (5) engaging in tactical communication (if appropriate);
      (a) selecting reasonable subject control options consistent with the level of resistance;
      (b) successfully controlling the subject(s) and/or the situation;
      (c) identifying post-incident responsibilities; and
   (6) articulating his/her state of mind (justification) regarding the use of force (e.g., verbal notification, written report, and courtroom testimony).

Notes to Instructor:

This objective mandates that each student physically participates in at least one reality-based training scenario that simulates an arrest or confrontational situation involving some level of subject resistance. If practicable, each student shall participate in a variety of simulations at the conclusion of the Subject Control training module that involve varying levels of subject resistance.

Module History

Implemented	07/02
Revised	01/10

Basic Training Module Specifications

Functional Area: IV. Police Skills

Subject Area: D. Emergency Vehicle Operations

Module Title 1. EMERGENCY VEHICLE OPERATIONS: LEGALITIES, POLICIES AND PROCEDURES

Hours: 8

Notes to Instructor:

The *Michigan Driver Training Instructor Manual* and the *IADLEST Driver Training Reference Guide* shall be the primary resources for the material taught in this module.

Module Objectives:

IV.D.1.1. Demonstrate an Understanding of the Legal Issues Regarding Emergency Vehicle Operations.

a. Defines the following terms relevant to emergency vehicle operations:
   (1) emergency,
   (2) emergency vehicles (MCL 257.2),
   (3) fleeing and eluding (MCL 257.602a),
   (4) pacing,
   (5) pursuit,
   (6) emergency escorts, and
   (7) emergency driving v. non-emergency driving.

b. Demonstrates a working knowledge of the following Michigan statutes:
   (1) traffic regulations that govern authorized emergency vehicles (MCL 257.603);
   (2) vehicles in pursuit of criminals (MCL 257.632);
   (3) warning devices (MCL 257.706(d));
   (4) yielding by other vehicles (MCL 257.653);
   (5) negligent homicide (MCL 750.324);
   (6) felonious driving (MCL 752.191); and
   (7) involuntary manslaughter with a motor vehicle (MCL 750.321).

IV.D.1.1. Demonstrate an Understanding of the Legal Issues Regarding Emergency Vehicle Operations. (continued)

c. Recognizes that departmental policies and procedures often govern officer behavior in situations involving emergency vehicle operation.

Notes to Instructor:

The recruits must understand that emergency driving policies will differ from agency to agency. Some agencies may have a strict policy while others may allow broader discretion - and others may have no policy at all. It may be useful to have the recruits work from a model policy (IACP, MML, e.g.) but note that differences may exist between a model policy and an agency policy.

IV.D.1.2. Demonstrate an Understanding of Liability Issues That Relate to Emergency Vehicle Operations.

a. Recognizes the components of civil liability associated with emergency vehicle operations as:
   (1) negligence (MCL 691.1405),
   (2) intentional torts,
   (3) constitutional torts (42 U.S.C. 1983),
   (4) excessive force claims (Graham v. Connor, 490 U.S. 386 (1989)), and
   (5) agency policy, procedures and custom.

b. Recognizes that the actions of the officer in emergency driving situations will be judged by standards, such as:
   (1) negligence (MCL 691.1405);
   (2) gross negligence (MCL 691.1407);
   (3) "shock the conscience" (County of Sacramento v. Lewis, 118 S.Ct. 1708 (1998));
   (4) governmental immunity (MCL 691.1407); and
   (5) the use of force continuum (see IV.C.3.1&2).

c. Demonstrates a working knowledge of the relevant case law regarding:
   (1) fleeing drivers and the use of force:
      (a) Jackson v. Oliver, 204 Mich App 122 (1994);
   (2) innocent parties:
      (a) Robinson v. City of Detroit, 462 Mich 439 (2000); and
   (3) the question of duty:
      (a) Robinson v. City of Detroit, 462 Mich 439 (2000).

IV.D.1.3. Operate an Emergency Vehicle in Non-Emergency Circumstances.

a. Prepares for vehicle operations by inspecting the emergency vehicle and the emergency equipment.

b. Operates the vehicle in non-emergency situations, using:
   (1) appropriate occupant protection (MCL 257.710e and The Occupant Protection Manual), that:
      (a) reduces the chance of injury or death;
      (b) provides for improved vehicle control; and
      (c) complies with state law and agency policy;
   (2) appropriate driving strategies and techniques (e.g., Smith System, SIPDE, Zone Control System, etc.);
   (3) proper radio techniques with communication centers, by:
      (a) being familiar with the radio system;
      (b) advising dispatchers, when appropriate; and
      (c) updating dispatchers, when necessary;
   (4) a knowledge of how distracters affect driving, such as:
      (a) multi-task procedures;
      (b) boredom; and
      (c) psychological/physiological factors.
   (5) an understanding of how risk factors affect driving, such as:
      (a) environmental conditions,
      (b) traffic conditions, and
      (c) vehicle dynamics.

IV.D.1.4. Operate an Emergency Vehicle Under Emergency Conditions.

a. Determines when it is appropriate to use and manage the emergency equipment:
   (1) siren ineffectiveness;
   (2) semi-marked v. marked units; and
   (3) the reaction of others to activated emergency equipment.

b. Operates the vehicle in emergency situations, using:
   (1) proper radio techniques by advising dispatchers of:
      (a) location;
      (b) direction; and
      (c) status;
   (2) appropriate driving strategies and techniques;
      (a) driver limitations;
      (b) anticipating hazards;
      (c) positioning vehicle with respect to other vehicles, pedestrians, and possible hazards;
      (d) multi-task management; and
      (e) securing loose equipment within the vehicle.
   (3) proper occupant protection; and
   (4) an understanding of risk factors, such as:
      (a) the decision to operate in an emergency mode;
      (b) the decision to terminate the emergency run;
      (c) vehicle dynamics during an emergency run; and
      (d) factors brought on by stress (e.g., heart rate, respiration, adrenaline, etc.).

c. Understands that driving under emergency conditions does not relieve the officer of the duty to drive with "due regard" for the safety of others (MCL 257.632).

IV.D.1.5. Engage in a Pursuit.

a. Determines when it is appropriate to use and manage the emergency equipment.

b. Determines when it is appropriate to engage in a pursuit, based on:
   (1) balancing the need to pursue v. the seriousness of the offense;
   (2) traffic and road conditions;
   (3) weather conditions;
   (4) what is known about the offender;
   (5) night v. day driving;
   (6) knowing, or not knowing, the area; and
   (7) agency policy and procedures.

c. Understands how the following factors influence officer behavior:
   (1) peer pressure;
   (2) emotions (anger, fear, etc.);
   (3) officer attitudes (self-righteousness, over-confidence, impatience, aggressiveness, etc.); and
   (4) psychological/physiological factors.

d. Operates the emergency vehicle under pursuit conditions, considering:
   (1) communication procedures (e.g., updating, advising, etc.);
   (2) driving strategies, such as:
      (a) car violator positioning;
      (b) passing;
      (c) lane changes; and
      (d) hills, curves, and night driving;
   (3) occupant protection;
   (4) risk factors, such as:
      (a) the length of the pursuit;
      (b) intersections;
      (c) the decision to continue or terminate the pursuit;
      (d) the dynamics of the vehicle during pursuits;
      (e) traffic, road and weather conditions; and
      (f) pedestrians, bystanders, and passengers.

e. Operates the emergency vehicle under pursuit conditions considering appropriate management strategies, such as:
   (1) back-up units v. secondary units;
   (2) multiple chase units;
   (3) the involvement of other jurisdictions;

IV.D.1.5. Engage in a Pursuit.
(continued)

(4) traveling beyond jurisdictional boundaries; and
(5) vehicle positioning, considering:
  (a) paralleling,
  (b) lead position,
  (c) radio communication, and
  (d) agency policy.

f. Determines when it is appropriate to terminate (discontinue) a pursuit, including:
  (1) when the circumstances that justified the initiation of the pursuit have changed or no longer exist (causing the pursuit to be unreasonable, unsafe, out of policy, etc.);
  (2) when directed to discontinue the pursuit by another officer or supervisor; and
  (3) at the discretion of the initiating officer.

g. Demonstrates an understanding of when to deploy vehicle tactics to physically intervene with a fleeing suspect's vehicle, considering:
  (1) 4th Amendment;
  (2) MCOLES Continuum (see IV.C.3.1. & IV.C.3.2.);
  (3) agency policy; and
  (4) the appropriate use of agency approved techniques, such as:
    (a) vehicle disabling devices (e.g., controlled tire deflation devices);
    (b) roadblocks (total or partial);
    (c) boxing tactics (moving or stationary); and
    (d) intentional contact (e.g. PIT, intentional collisions).

IV.D.1.6. Engage in Post-Incident Operations.

a. At the conclusion of the emergency run, positions the patrol vehicle for the best protection of the officer and the scene.

b. Safely manages the scene, by:
   (1) assessing the threat level (presence of weapons, recognizing hazards, etc.);
   (2) rendering first aid, if necessary; and
   (3) determining the need for additional assistance, if necessary (e.g., back-up units, EMS, Hazmat, utility services, etc.).

c. Recognizes that a formal post-incident review may consist of:
   (1) departmental debriefings;
   (2) policy reviews;
   (3) civil or citizen panel reviews;
   (4) criminal reviews; and
   (5) pursuit data forms, if appropriate (voluntary or mandatory).

d. Completes all reporting requirements through:
   (1) proper documentation;
   (2) correct terminology; and
   (3) thorough police reports.

e. Recognizes the need for continuous in-service training in emergency vehicle operations throughout an officer's career.

Module History

Implemented July 2002
Revised July 2006

Basic Training Module Specifications

Functional Area:	IV.	Police Skills
Subject Area:	D.	Emergency Vehicle Operations
Module Title:	2.	EMERGENCY VEHICLE OPERATIONS TECHNIQUES
Hours:	24	

Notes to Instructor:

For the practical exercises, the instructor/student ratio shall be one/four (maximum). An instructor/student ratio of one/three is ideal.

For the practical exercises, the instructor shall use only those vehicles that are rated for pursuit and emergency use, so-called "police package" vehicles, as designated by the manufacturer. However, Special Service Package vehicles, offered by some manufacturers, are not engineered, nor are they suitable, for pursuit or emergency driving according to these manufacturers. Examples of vehicles that are not suitable include the Ford Explorer and the Ford Expedition.

Module Objectives:

IV.D.2.1. Demonstrate Preparedness for Emergency Vehicle Operations.

a. Recognizes the importance for proper vehicle set up, including:
   (1) vehicle inspections;
   (2) mirror adjustments;
   (3) seating position;
   (4) proper hand position on wheel;
   (5) sitting erect with shoulders resting against the back of the seat; and
   (6) radios, knobs, trunk release, fire extinguisher.

b. Identifies the following as safety features in emergency vehicles:
   (1) air bags;
   (2) safety belts;
   (3) padded dash and visors;
   (4) collapsible steering column; and
   (5) laminated windshields.

IV.D.2.2. Demonstrate an Understanding of the Techniques of Emergency Vehicle Operations in Appropriate Situations.

a. Recognizes the principles of steering as:
   (1) three-point;
   (2) shuffle;
   (3) hand over hand;
   (4) pre-set;
   (5) palm steering;
   (6) 12 o'clock backing; and
   (7) wheel management.

b. Recognizes the principles of cornering as:
   (1) apex cornering;
   (2) cornering skids; and
   (3) the dynamics of weight transfer.

c. Recognizes the principles of proper backing as:
   (1) weight transfers;
   (2) turn-arounds;
   (3) fixed-object relationships; and
   (4) 90 degree and 180 degree turns.

IV.D.2.2. Demonstrate an Understanding of the Techniques of Emergency Vehicle Operations in Appropriate Situations. (continued)

Notes to Instructor:

Ensure that the recruits have an awareness of vehicle dynamics in terms of front wheel drive v. rear wheel drive, for example, preventing wheel lockup, the pulsating effort of the brake pedal, the ABS warning lamps and function, etc.

d. Recognizes the principles of proper acceleration as:
   (1) skid avoidance;
   (2) smooth starting;
   (3) adjustments for road conditions; and
   (4) adjustments for the environment.

e. Recognizes the principles of proper braking as:
   (1) threshold braking (with and without turns);
   (2) anti-lock braking systems (with and without turns);
   (3) avoidance of braking skids;
   (4) the dynamics of vehicle weight transfer; and
   (5) total stopping distance:
      (a) perception/reaction time;
      (b) road surfaces;
      (c) weather conditions; and
      (d) vehicle condition.

f. Recognizes the principles of parking as:
   (1) vehicle placement; and
   (2) fixed object relationships.

IV.D.2.3. Demonstrate an Understanding of Operating an Emergency Vehicle Under Adverse Environmental Conditions.

a. Understands the proper operating techniques for ice-covered roads:
   (1) applies brakes lightly when stopping;
   (2) steers in desired direction of travel to control for skids;
   (3) reduces speed;
   (4) accelerates slowly; and
   (5) increases distance between the emergency vehicle and other vehicles.

b. Understands the proper operating techniques for rain:
   (1) anticipates hydroplaning;
   (2) accelerates slowly;
   (3) applies brakes lightly in excessive water; and
   (4) reduces overall speed.

c. Understands the proper operating techniques for dirt covered roads:
   (1) accelerates slowly;
   (2) anticipates road defects; and
   (3) applies brakes appropriately when stopping (threshold braking or ABS).

IV.D.2.4. Operates an Emergency Vehicle Using Proper Techniques in Darkness:

a. Compensates for vision limitations.

b. Protects night vision.

c. Protects against fatigue, which results in:
   (1) decreased visual efficiency;
   (2) longer perception time;
   (3) impaired judgement; and
   (4) longer decision/reaction time.

Note to Instructor:

Objective IV.D.2.4. shall be presented as a practical exercise with no artificial lighting.

IV.D.2.5. Demonstrate Proficiency on the MCOLES Emergency Vehicle Operations Course or an MCOLES Approved Course that Exceeds the Standard.

a. Demonstrates proper road position, braking and steering accuracy, backing accuracy, and skid avoidance while performing a series of driving exercises, to include:
   (1) steering;
   (2) braking (with and/or without ABS);
   (3) accelerating;
   (4) backing;
   (5) cornering; and
   (6) a cumulative exercise.

Note to Instructor:

At the conclusion of the emergency vehicle operations training module, if practicable, have the students participate in reality-based practical exercises that depict emergency driving situations and pursuit situations.

By Fall 2002, all academies must include a skid control exercise into EVO training. This can be accomplished by using a "skid car", a skid pad, or other approved skid control exercise.

Basic Training Module Specifications

Functional Area: IV. Police Skills

Subject Area: E. Fitness and Wellness

Module Title: 1. PHYSICAL FITNESS

Hours: 36

Notes to Instructor:

The MCOLES *Physical Fitness Training Instructor Manual* shall be the primary resource for the material taught in this module.

An educational segment of 10 minutes or less shall precede the practical aspects of the physical fitness training. An Educational Component is included with each Fitness Module, but the instructor can change the sequence of educational components as needed. Use the information contained in each section by discussing important facts and concepts and allowing for questions, comments, or discussion. Also, use any of the material contained in the Educational Component as handouts for the student. The students should be able to demonstrate an understanding of the educational concepts and components of fitness related to exercise, safety, and nutrition.

Examples of related workouts, all of which are designed for a large group of exercisers such as your academy class, are included. The approximate time for each workout is one hour. Should the group complete the suggested exercises prior to the session being complete, the remaining time can be filled with activities that benefit the student's performance on the 4-event test. However, care should be taken to pay attention to work-out activities on days immediately preceding the current day, to allow for muscle recovery, repair, and growth. Instructors should also be aware of the activity scheduled for the following day for the same reasons.

For example, if on day 1 the class participates in high intensity interval sprint activities, the instructor should not follow-up on day 2 with other anaerobic power activities involving the legs. A more appropriate choice would be to have the trainee complete his/her personal score of 60 second maximum activities (push ups, sit ups) multiplied by 1.5, with no time limit, and with the instructor emphasizing and coaching on correct form.

The Educational Components are:

(1) principles of exercise and thresholds of training,
(2) components of a workout,
(3) monitoring exercise intensity,
(4) cardiovascular, strength, and flexibility training guidelines,
(5) guidelines for circuit, interval and plyometric training,
(6) principles of PNF (proprioceptive neuromuscular facilitation) stretching,
(7) guidelines for cold and hot weather training
(8) hydration and sports drinks,
(9) risky exercises, overtraining, and danger signals,
(10) shin splints, plantar fasciitis, and IT (iliotibial) band syndrome,
(11) RICE (rest, ice, compress, elevate) principle, muscle strains and sprains,
(12) calorie expenditure and body composition,
(13) ergogenic aids,
(14) antioxidants, herbs and supplements,
(15) other health and fitness related information particularly as it relates to law enforcement.

A proper warm up and cool down period of approximately five minutes should be included before and after intense activity including aerobic, anaerobic and strength training.

Module Objectives start on the following page:

Module Objectives:

IV.E.1.1. Establish Physical Fitness Baseline with Goals for Improvement.

a. Completes a fitness profile and goal setting chart using scores from the 4-event physical fitness test for the following : (Fitness Module: Introduction):
   (1) muscular endurance (push ups, sit ups)
   (2) anaerobic power (vertical jump), and
   (3) cardio-respiratory (1/2 mile shuttle run)

IV.E.1.2. Determines Body Fat by using a Circumference Technique and Plots on the Fitness Profile Chart. (Fitness Module: Introduction)

IV.E.1.3. Demonstrate an Understanding of the Thresholds of Training for Cardiovascular Fitness to Improve and/or Maintain Cardiovascular Fitness.

a. Monitors exercise intensity during cardiovascular training by the following (Fitness Module 1):
   (1) calculates exercise target heart rate (THR) by:
      (a) taking one minute pulse,
      (b) using Karvonen formula to determine THR, and
      (c) dividing THR by 6 to determine 10 second THR; and
   (2) monitors THR during the following:
      (a) after 5 minutes of walking for a warm up,
      (b) after 5 minutes of walking briskly,
      (c) after 5 minutes of jogging,
      (d) after 5 minutes of running, and
      (e) after alternating between 60% & 80% PMHR (predicted maximum heart rate) for 3 minutes each.

b. Participates in cardiovascular activities about 10 minutes each using at least three different modes, such as (Fitness Module 9):
   (1) stair climbing,
   (2) rope jumping,
   (3) step training, or
   (2) jogging.

c. Participates in cardiovascular activities for cross training using two of the following for about 15 to 20 minutes in each activity (Fitness Module 18):
   (1) cycling,
   (2) jogging,
   (3) swimming,
   (4) stair climbing or steppers,
   (5) rope jumping,
   (6) rowing, elliptical trainers or other cardiovascular equipment available.

d. Participates in a 30 to 40 minute outdoor group jog, or if weather does not permit, will participate in a Continuous Rhythmical Workout to achieve a "steady state" during aerobic training (Fitness Module 26).

IV.E.1.4. Demonstrate an Understanding of the Thresholds of Training for Muscular Endurance to Improve and/or Maintain Muscular Endurance Fitness.

a. Tests on several calisthenics to determine a baseline for using the Calisthenics Chart, including (Fitness Module 2):
   (1) half squats,
   (2) push ups,
   (3) pull ups.
   (4) chin ups,
   (5) sit ups/crunches,
   (6) back extensions, and
   (7) heel raises.

b. Participates in exercises listed on Calisthenics Chart (Fitness Module 10).

c. Participates in Calisthenics Circuit using baseline scores assessed in Fitness Module 2 (Fitness Module 19).

d. Participates in activities to build muscle endurance by using rubber resistance, if available, (otherwise use what is available) for muscle groups, such as (Fitness Module 27):
   (1) biceps/triceps,
   (2) pectorals/rhomboids & trapezius,
   (3) quadriceps/hamstrings,
   (4) deltoids/latissimus dorsi,
   (5) adductors/abductors,
   (6) abdominals/erector spinae, and
   (7) anterior tibialis/gastrocnemius.

IV.E.1.5. Demonstrate an Understanding of the Thresholds of Training for Flexibility to Improve and/or Maintain Appropriate Range of Motion.

a. Tests flexibility using a sit and reach test and participates in a general warm up, including (Fitness Module 3):
   (1) dynamic stretches,
   (2) static stretches, and
   (3) calisthenics that can be used in a general warm up.

b. Participates in PNF (proprioceptive neuromuscular facilitation) stretching exercises (Fitness Module 11):

c. Articulates the concept of muscle balance and participates in stretch work for opposing muscle groups to include (Fitness Module 20):
   (1) biceps/triceps,
   (2) pectorals/rhomboids & trapezius,
   (3) quadriceps/hamstrings,
   (4) adductors/abductors,
   (5) abdominals/erector spinae, and
   (6) tibialis anterior/gastrocnemius.

d. Participates in sports specific stretches, such as one or more of the following (Fitness Module 28):
   (1) basketball,
   (2) cycling,
   (3) martial arts,
   (4) running,
   (5) volleyball, and
   (6) weight training.

IV.E.1.6. Demonstrate an Understanding of the Benefits of Circuit Training and Various Designs of Circuit Prototypes.

a. Participates in a Physical Fitness Circuit that incorporates physical fitness skills needed by an officer, including (Fitness Module 4):
   (1) vertical jump,
   (2) sit-ups,
   (3) push-ups, and
   (4) ½ mile shuttle run.

b. Participates in a boxing circuit designed to increase fitness and practice combative skills to include stations, such as (Fitness Module 12):
   (1) rope jumping,
   (2) shadow boxing,
   (3) isometric abdominal contractions,
   (4) punching bag/front punches
   (5) rope climbing,
   (6) partner pushes/pulls, and
   (7) sidekicks/front snap kicks/bag kicks.

c. Participates in the Super Circuit workout designed to increase strength and cardiovascular fitness within the same workout including jogging interspersed with strength stations, such as (Fitness Module 21):
   (1) leg press,
   (2) leg extension,
   (3) leg curl,
   (4) lat pull,
   (5) high row,
   (6) bench press,
   (7) shoulder press,
   (8) tricep press,
   (9) arm curls,
   (10) calf raises,
   (11) abdominal, and
   (12) back extension.

d. Participates in the Physical Fitness Circuit and improves performance from prior performance using this circuit (Fitness Module 29).

IV.E.1.7. Demonstrate an Understanding of the Thresholds of Training for Muscle Strength to Improve and/or Maintain Muscle Strength (absolute strength).

a. Tests on 1RM (repetition max) for various exercises (under qualified supervision) to establish a baseline for strength training programming to include (Fitness Module 5):
   (1) leg press,
   (2) leg extension,
   (3) leg curl,
   (4) lat pull (in front of body to avoid injury),
   (5) high row,
   (6) bench press,
   (7) shoulder press,
   (8) tricep press,
   (9) arm curls,
   (10) calf raises,
   (11) abdominal, and
   (12) back extension.

b. Uses the Beginning Weight Training Chart as a guideline for participating in a strength training workout (Fitness Module 13).

c. Uses the Weight Training Chart with the goal of improving from the prior performance (Fitness Module 22).

d. Participates in a basic weight training workout by using the Weight Training Chart (Fitness Module 30).

IV.E.1.8. Demonstrate the Concept of Interval Training.

a. Participates in interval training according to the program outlined in the Interval Training Chart (Fitness Module 6).

b. Participates in activity that alternates two minutes of moderate activity with two minutes of more intense activity, such as (Fitness Module 14):
   (1) stair jogging/walking,
   (2) stadium seat jogging/regular climbing,
   (3) hill running/slow jogging, or
   (4) running/slow jogging (sprints).

c. Participates in two or three cross-training activities that 30 seconds of moderate activity with 60 seconds of high intensity, such as (Fitness Module 23):
   (1) running,
   (2) stair climbing,
   (3) rope jumping,
   (4) cycling, and/or
   (5) available cardiovascular machines.

d. Participates in interval training according to the program outlined in the Interval Training Chart with the goal of improving from the prior workout (Fitness Module 31).

IV.E.1.9. Demonstrate an Understanding of Plyometric Exercise.

a. Uses the plyometric training chart and participates in selected exercises, such as (Fitness Modules 7 & 24):
   (1) box jumps,
   (2) split squat jump,
   (3) double leg vertical power jump,
   (4) single leg hop,
   (5) double leg hop,
   (6) alternate leg hop,
   (7) medicine ball, clap, or box push up, and
   (8) drop push up.

b. Participates in plyometric activities that incorporate cardiovascular training, such as (Fitness Modules 15 & 32):
   (1) running with knees to waist,
   (2) running with heels to buttocks,
   (3) running laterally,
   (4) running in short chopping steps,
   (5) running backwards with forward lean,
   (6) skipping with long strides,
   (7) skipping high with arms in air,
   (8) moving sideways alternating heel over heel, and
   (9) performing wind sprints.

IV.E.1.10. Demonstrate Fitness Skills by Participating in a Variety of Activities in a Setting of Friendly Competition.

a. Participates in sports activities emphasizing personal safety, fun, and friendly competition, such as (Fitness Modules 8, 16, 25, 33):
   (1) basketball or related games,
   (2) volleyball,
   (3) soccer, touch football, or related games,
   (4) ultimate Frisbee,
   (5) decathlons, relays or "Super Star" competitions,
   (6) indoor or outdoor kickball, or
   (7) other creative team sports.

IV.E.1.11. Practice the 4-event Physical Fitness Test Items to Adjust Fitness Goals for Needed Improvement.

a. Performs test items to include (Fitness Modules 17, 34):
   (1) vertical jump,
   (2) sit ups,
   (3) push ups, and
   (4) ½ mile shuttle run.

IV.E.1.12. Demonstrate the Importance of Maintaining Proper Fat-to-Lean Body Composition for Health-Related Reasons and for Maintaining Professional Image.

a. Determines body fat by using a circumference technique conducted during the Introduction Module for comparison (Fitness Module 35).

b. Determines BMI (body mass index) and waist circumference to compare to standards.

c. Completes a sample weight loss chart.

d. Participates in a workout , such as walking to burn approximately 100 calories per mile.

Basic Training Module Specifications

Functional Area: IV. Police Skills

Subject Area: E. Fitness and Wellness

Module Title: 2. HEALTH AND WELLNESS

Hours: 8

Notes to Instructor:

The MCOLES *Health and Wellness Training Instructor Manual* shall be the primary resource for the material taught in this module.

Module Objectives start on the next page:

IV.E.2.1. Demonstrate an Understanding of the Fundamentals of Fitness and Wellness.

Notes to Instructor:

Provide an overview to students that, fitness and wellness are crucial to the ability to do the job of a law enforcement officer.

a. Identifies the relationship between fitness and wellness by:
   (1) discussing physical fitness as related to an officer's ability to perform the job by:
      (a) performing essential tasks, and
      (b) improving overall performance;
   (2) defining physical fitness;
   (3) discriminating between health-related and skill-related components of fitness;
   (4) defining wellness; and
   (5) describing ways to improve one's position on the wellness continuum.

b. Describes the relationship between health habits and fitness and wellness by:
   (1) naming the leading causes of death for men and women;
   (2) discussing the relationship between poor health habits, premature disease and rising health care costs;
   (3) describing the relationship between being fit and slowing down the aging process;
   (4) summarizing the importance of preventive medicine in maintaining optimal fitness and wellness; and
   (5) identifying 12 ways to improve the odds for a lifetime of good health.

IV.E.2.2. Demonstrate an Understanding of the Benefits of Exercise Using the Following Exercise Guidelines.

Notes to Instructor: This module covers 2 topics; (1) the benefits and (2) the principles/ components of exercise. Introduce students to the concept of gaining tremendous health benefits from exercise in addition to performing at high levels as an officer.

a. Identifies several health-related benefits of exercise, such as:
   (1) helps fight obesity;
   (2) reduced risk of premature death;
   (3) provides a 20 year physiological advantage;
   (4) reduced risk of heart disease;
   (5) strengthens the heart;
   (6) reduced risk of diabetes;
   (7) reduced risk of high blood pressure;
   (8) reduced risk of certain cancer;
   (9) increases bones density;
   (10) development of lean muscle mass;
   (11) promotes functionality as we age;
   (12) reduces stress and promotes well being; and
   (13) reduces risk of lower back injury.

b. Identifies the principles of exercise as:
   (1) overload,
   (2) progression, and
   (3) specificity.

c. Identifies the components of an exercise session to include:
   (1) warm up,
   (2) workout (strength, cardiovascular, and flexibility), and
   (3) cool down.

d. Defines thresholds of training as:
   (1) frequency, how often one exercises;
   (2) intensity, how hard one exercises; and
   (3) time, how long one exercises.

e. Identifies F.I.T. guidelines for:
   (1) flexibility, 3 to 7 days/week,
   (2) strength, 2 to 4 days/week, and
   (3) cardiovascular 3 to 6 days/week, or most days of the week.

IV.E.2.3. Demonstrate an Understanding of the 7 Major Coronary Rsk Factors.

Notes to Instructor:

Provide an overview to students emphasizing that the risk of cardiovascular disease dramatically increases as officers age.

Student is to complete an assessment to determine their own coronary risk

The RISKO Instrument (included in the Instructor Manual) can be obtained by contacting the American Heart Association (contact information is in the Instructor Manual resource material for the Coronary Risk Factors Module).

a. Identifies the 4 types of cardiovascular disease including:
   (1) coronary heart disease,
   (2) cerebrovascular disease,
   (3) congestive heart failure, and
   (4) peripheral vascular disease.

b. Identifies the major coronary risk factors as:
   (1) elevated cholesterol;
   (2) hypertension;
   (3) cigarette smoking;
   (4) diabetes;
   (5) family history;
   (6) sedentary lifestyle; and
   (7) obesity.

c. Identifies other contributing factors for coronary heart disease such as:
   (1) triglycerides, and
   (2) stress.

d. Identifies lifestyle and job related factors that may make law enforcement officers at a greater risk for coronary heart disease, which are:
   (1) inactive life style,
   (2) 16%-20% higher blood pressure,
   (3) smoking at a greater rate, and
   (4) stress of the job.

IV.E.2.4. Demonstrate an Understanding of Stress and its Effect on the Body and an Officer's Performance.

Notes to Instructor: Provide an overview of how officers are affected by stress, particularly if chronic. Have students read the case study about Agent John and discuss it at the appropriate point in the slide presentation. At the end of the presentation, a relaxation experience can be provided to the students. A suggested script is included and you may use one or more techniques in combination.

a. Identifies factors in law enforcement that increase risk for stress.

b. Defines stress with respect to:
   (1) eustress and
   (2) distress.

c. Identifies physiological changes in the body in response to stress in three areas:
   (1) cerebral cortex of the brain, cognitive interpretation;
   (2) limbic portion of the brain, emotional response; and
   (3) endocrine system, release of stress hormones.

d. Identifies various life events and daily hassles that cause stress.

e. Identifies the signs and symptoms of stress in four areas:
   (1) physical,
   (2) emotional,
   (3) cognitive, and
   (4) behavioral.

f. Identifies that Type H (Hate & Hostility) behavior and chronic stress is related to increased risk for illness and premature death.

g. Identifies various strategies to become resistant to the effects of stress including:
   (1) concept of hardiness,
   (2) social and environmental strategies,
   (3) cognitive and behavioral strategies, and
   (4) modification of lifestyle.

h. Demonstrates a relaxation technique (e.g., tactical breathing, progressive muscle relaxation, etc.).

IV.E.2.5. Demonstrate an Understanding of the Role of Basic Nutrients and Proper Diet.

Notes to Instructor:

Provide an overview to students with respect to the challenge officers face with irregular schedules to eat properly.

a. Identifies reputable sources for nutrition information, such as:
   (1) The American Heart Association, **www.americanheart.org**
   (2) The American Cancer Society, **www.cancer.org**
   (3) The American Medical Association, and **www.ama-assn.org**
   (4) The American Diabetes Association. **www.diabetes.org**

b. Identifies diseases related to poor nutrition including:
   (1) high blood fats,
   (2) high blood pressure,
   (3) cardiovascular disease,
   (4) cancer,
   (5) type 2 diabetes,
   (6) obesity, and
   (7) osteoporosis.

c. Explains essential nutrients by:
   (1) differentiating between simple and complex carbohydrates;
   (2) explaining what percentage of the diet should be composed of each of the following:
      (a) carbohydrates,
      (b) fats, and
      (c) proteins;
   (3) describing the importance of dietary fiber;
   (4) identifying the three types of fat to include:
      (a) saturated,
      (b) monounsaturated, and
      (c) polyunsaturated;
   (5) summarizing the function of RDAs;
   (6) explaining the difference between water soluble and fat-soluble vitamins;
   (7) defining the function of antioxidants; and
   (8) identifying concerns with dietary supplements being in an unregulated industry.

IV.E.2.5. Demonstrate an Understanding of the Role of Basic Nutrients and Proper Diet. (continued)

d. Explains how the Food Guide Pyramid is used for dietary guidance in the areas of:
   (1) breads and grains,
   (2) fruits and vegetables,
   (3) milk and dairy,
   (4) meats and proteins, and
   (5) fats and sugars.

IV.E.2.6. Demonstrate an Understanding of the Balance of Energy Needed to Maintain Proper Weight through Strategies that Assist in Weight Loss and Weight Control.

Notes to Instructor: Provide an overview of the importance of weight control for officers throughout their careers not only for important health reasons but for physiological preparedness and professional appearance as well.

a. Describes occupational factors that may contribute to why law enforcement officers may be overweight or even obese (e.g., work schedule, limited choice of eating establishments, etc.).

b. Identifies reasons why appropriate levels of body fat are important for health, such as, energy balance, calorie control and exercise.

c. Identifies several methods for determining overweight including:
   (1) height/weight tables,
   (2) body mass index,
   (3) fat patterning, and
   (4) body composition.

d. Describes the concept of energy balance and how to calculate for weight loss based on this concept by:
   (1) calculating caloric need,
   (2) calculating energy expenditure, and
   (3) calculating appropriate weight loss using modest caloric restriction and increased activity levels.

e. Identifies the three-pronged approach to the treatment of being overweight as:
   (1) diet,
   (2) exercise, and
   (3) behavior modification.

f. Identifies practical recommendations for weight loss or weight control including:
   (1) healthy eating according to:
      (a) dietary guidelines,
      (b) Food Guide Pyramid, and
      (c) 5-a-day campaign;
   (2) physical activity; and
   (3) behavior modification.

IV.E.2.7. Demonstrate an Understanding of the Factors that Contribute to Lower Back Pain.

Notes for Instructor: Provide an overview to the students regarding the importance of maintaining a healthy back throughout their career. After the slide presentation, have the students participate in selected exercises to maintain a healthy back (suggestions are included in the text).

a. Identifies the increased risk for lower back pain for officers, such as:
   (1) sedentary nature of work tasks,
   (2) low fitness levels,
   (3) wearing duty gear around the waist,
   (4) sitting in vehicles, and
   (5) standing for long periods of time.

b. Identifies functional implications of lower back pain as:
   (1) disability,
   (2) dysfunction,
   (3) absenteeism, and
   (4) decreased productivity.

c. Identifies structures of the spine including:
   (1) vertebrae,
   (2) discs,
   (3) spinal nerve,
   (4) arteries,
   (5) ligaments, and
   (6) musculature.

d. Describes the components of proper body alignment and good posture as:
   (1) the head should be centered over the shoulders;
   (2) the shoulders should be centered over the hips;
   (3) the hips should be centered over the knees; and
   (4) the knees should be centered over the feet.

e. Identifies postural problems and how to correct them regarding:
   (a) rounded shoulders (kyphosis), stretch the pectorals and strengthen the upper back; and;
   (b) sway back (lordosis), stretch the lower back and strengthen the abdominals.

IV.E.2.7. Demonstrate an Understanding of the Factors that Contribute to Lower Back Pain. (continued)

f. Identifies preventive care for lower back problems including:
   (a) using proper exercise technique;
   (b) lifting objects appropriately;
   (c) using flexibility/strength exercises to maintain a healthy back; and
   (d) using the duty belt properly to minimize low back pain.

IV.E.2.8. Demonstrate an Understanding of the Factors in Exercise Adherence and Strategies to Increase Adherence.

Notes to Instructor:

Provide an overview to students that emphasizes the importance of sticking with an exercise program after they leave the academy. After the slide presentation, have the students work in pairs to prepare a sample behavior contract.

a. Identifies exercise adherence as a major problem particularly with incumbent officers.

b. Identifies reasons for exercising, such as:
   (1) health/fitness,
   (2) fun/enjoyment,
   (3) relaxation,
   (4) challenge,
   (5) social,
   (6) appearance, and
   (7) competition.

c. Identifies reasons for not exercising, such as:
   (1) lack of time,
   (2) inconvenient,
   (3) doesn't enjoy it,
   (4) poor health/unfit,
   (5) lack of facilities,
   (6) weather, and
   (7) misconceptions.

IV.E.2.8. Demonstrate an Understanding of the Factors in Exercise Adherence and Strategies to Increase Adherence. (continued)

d. Identifies factors affecting exercise adherence:
   (1) predisposing factors,
      A. knowledge,
      B. beliefs,
      C. confidence,
      D. motivation, and
      E. experience;
   (2) enabling factors,
      a. motor skills,
      b. fitness level,
      c. facilities/equipment, and
      d. self-monitoring techniques;
   (3) reinforcing factors.
      A. family,
      B. friends,
      C. success,
      D. doctor, and
      E. societal norms.

e. Identifies the stages of behavioral change as:
   (1) pre-contemplation,
   (2) contemplation,
   (3) preparation,
   (4) action, and
   (5) maintenance.

e. Identifies several behavioral skills and strategies for changing behavior, such as:
   (1) developing a behavior contract w/ a friend,
   (2) managing time to include exercise,
   (3) determining short and long term goals,
   (4) keeping progress reports,
   (5) monitoring exercise intensity (THR), and
   (6) cross-training for variety and fitness.

g. Creates a sample behavior contract.

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: A. Motor Vehicle Law

Module Title: 1. MICHIGAN VEHICLE CODE: CONTENT AND USES

Hours: 1

Notes to Instructor:

Module Objectives:

V.A.1.1. Demonstrate Proficient Use of the Michigan Vehicle Code.

a. Locates particular traffic laws in Vehicle Code.

b. Uses cross references in index.

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: A. Motor Vehicle Law

Module Title: 2. MICHIGAN VEHICLE CODE: WORDS AND PHRASES

Hours: 1

Notes to Instructor:

Module Objectives:

V.A.2.l. Use Appropriate Words and Phrases in the Interpretation of the Michigan Vehicle Code.

a. Employs the words and phrases of the Michigan Vehicle Code precisely.

b. Distinguishes subtleties that exist among the words and phrases.

Module History

Revised 1/05

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: A. Motor Vehicle Law

Module Title: 3. MICHIGAN VEHICLE CODE OFFENSES: CLASSIFICATION, APPLICATION AND JURISDICTION

Hours: 4

Module Objectives:

V.A.3.l. Identify Different Classifications of Traffic Related Offenses.

a. Uses Michigan Vehicle Code to determine the classification of a traffic offense.

b. Recognize specific offenses as felonies, misdemeanors, and civil infractions.

V.A.3.2. Determine Where Traffic Laws Can Be Enforced.

a. Determines whether the offense occurred on a public street or highway, private property open to the public and covered by an exception, a private road, or private property covered by local ordinance.

V.A.3.3. Identify Authority to Take Enforcement Action Outside Employing Jurisdiction.

a. Knows limits of jurisdiction.

b. Knows when enforcement action can be taken outside of jurisdiction for fresh pursuit.

V.A.3.4. Identify Elements and Non-Elements of a Traffic Violation.

a. Identifies the elements of a traffic violation:
   (1) the driver who commits the violation;
   (2) the vehicle involved;
   (3) when a violation has occurred.

b. Identifies the non-elements of a violation:
   (1) intent (civil infractions);
   (2) ignorance;
   (3) intoxication;
   (4) mistake;
   (5) contributory negligence;
   (6) knowledge;
   (7) other.

Module History

Revised 1/05

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: A. Motor Vehicle Law

Module Title: 4. APPLICATION OF VEHICLE LAWS AND REGULATIONS

Hours: 4

Notes to Instructor:

Module Objectives:

V.A.4.l. Determine Whether There Was a Violation of Law.

a. Uses the Michigan Vehicle Code Index to identify specific sections of the law.

b. Locates the relevant section of the law within the Michigan Vehicle Code.

c. Determines whether a violation has occurred in a given situation.

V.A.4.2. Identify Elements Relevant to Specific Traffic Offenses.

a. Uses definitions according to the Michigan Vehicle Code.

b. Identifies the elements in a situation which constitute a violation of the Michigan Vehicle Code.

c. Determines which specific traffic offense applies in a given situation.

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: B. Vehicle Stops

Module Title: 1. VEHICLE AND DRIVER LICENSING

Hours: 2

Notes to Instructor:

Module Objectives:

V.B.l.l. Conduct a License Check For an Operator of a Motor Vehicle.

a. Inspects license by visually verifying that license is valid:
   (1) the license has not expired;
   (2) restrictions are being observed;
   (3) information has not been altered on the license.

b. Requests a LEIN check to verify current status of the license:
   (1) whether suspended or revoked;
   (2) whether there are restrictions;
   (3) checks for wants and warrants; and
   (4) checks repeat offender status.

c. Determines that license is appropriate for vehicle being driven:
   (1) proper type of license:
      (a) operator,
      (b) chauffeur and,
      (c) moped.
   (2) has proper endorsement, if appropriate:
      (a) cycle, and/or,
      (b) commercial (CDL or classified endorsements.)

V.B.1.2. Determine the Status of an Operator's Auto Insurance.

a. Determines status of auto insurance by verifying that:
   (1) the insurance has not expired,
   (2) the description of the vehicle matches the vehicle, and
   (3) the VIN on the insurance certificate matches the vehicle's VIN, etc.

b. Determines if the certificate is legitimate (MCL 500.3101 and 3102):
   (1) status State of Michigan no-fault insurance;
   (2) no erasures or alterations;
   (3) all required information;
   (4) has a valid signature.

V.B.l.3. Check a Vehicle For Proper Registration.

a. Determines if registration certificate corresponds to vehicle by comparing information on registration certificate with:
   (1) the vehicle license plate number, year, and make of the vehicle, and vehicle identification number;
   (2) license plate tags;
   (3) year and make of the vehicle; and
   (4) vehicle identification number.

b. Verifies registration information by:
   (l) accessing Secretary of State computer records; or
   (2) INLETS through LEIN for out-of-state vehicles.

V.B.l.4. Identify Driver and/or Vehicle Licensing Violations.

a. Compares the facts of the alleged offense with the requirements of law as specified in the appropriate section of the Michigan Vehicle Code.

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: B. Vehicle Stops

Module Title: 2. OBSERVATION AND MONITORING OF TRAFFIC

Hours: 1

Notes to Instructor:

Module Objectives:

V.B.2.l. Monitor Traffic For Violations.

a. Positions the patrol vehicle to provide:
   (l) normal flow of traffic,
   (2) clear view of violations,
   (3) access to violator, and
   (4) low visibility of patrol vehicle.

b. Observes traffic from all directions to detect violations.

c. Recognizes that a violation has occurred by comparing observed vehicle operation with the requirements of the vehicle code and/or ordinances.

V.B.2.2. Visually Estimate the Speed of Vehicles.

a. Estimates the speed of a vehicle by:
   (l) observing the speed of the vehicle in relation to other vehicles and/or fixed objects,
   (2) listening to the engine, and/or
   (3) applying experience gained in clocking the speed of vehicles.

b. Verifies the visual estimate of the speed of the vehicle, if possible, by:
   (l) clocking the vehicle,
   (2) using radar (addressed in advanced training), and/or
   (3) determining the time it takes to go from one point to another (e.g., using VASCAR).

c. Determines whether enforcement action is necessary by comparing the visual estimate of speed to speed limit.

V.B.2.3. Determine the Speed of a Vehicle by Using the Pacing Technique (i.e., Using Speedometer).

a. Identifies speed limit and where the violation of the speed law occurred.

b. Operates patrol vehicle, maintaining an equal distance from the vehicle for a measured distance in order to clock the speed of the vehicle.

c. Reads speedometer accurately.

V.B.2.4. Follow a Suspect Vehicle to Observe for a Traffic Violation.

a. Observes driving behavior that calls for continued observation.

b. Operates the patrol vehicle so that detection by the operator of the vehicle being followed is avoided.

c. Notes the location where followed vehicle is traveling by observing street signs, landmarks, direction of travel, etc.

V.B.2.4. Follow a Suspect Vehicle to Observe for a Traffic Violation. (continued)

d. Recognizes that a violation has occurred by comparing the observed vehicle operation with the requirements of the vehicle code, and/or ordinances.

V.B.2.5. Make a Determination About the Appropriate Action to be Taken For a Traffic Offense.

a. Identifies the traffic offense.

b. Determines whether the violation is a civil infraction or misdemeanor.

c. Determines whether or not to cite or arrest the driver by considering the seriousness of the violation (e.g., nature of violation, time of day, presence of other vehicles or pedestrian traffic).

d. Requests operator re-examination by Department of State using Form OC-88 for any of the following reasons:
   (1) physical infirmities;
   (2) convulsive seizures or blackouts;
   (3) mental infirmities or disabilities;
   (4) vision deficiency; and/or
   (5) inability to operate a motor vehicle safely.

Module History:

Revised 04/07

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: B. Vehicle Stops

Module Title: 3. AUTO THEFT

Hours: 2

Notes to Instructor:

Module Objectives:

V.B.3.l. Identify Possible Stolen Motor Vehicles.

a. Observes for indicators of a stolen motor vehicle:
   (1) wired on/loose plates;
   (2) signs of forced entry;
   (3) clean license plate/dirty vehicle;
   (4) punched trunk lock or pulled ignition;
   (5) vehicle is hot wired;
   (6) vehicle matches wanted information.

b. Conducts initial checks on the vehicle in question to verify cues:
   (1) requests LEIN check;
   (2) checks hot sheet;
   (3) review briefing material.

V.B.3.2. Investigate to Verify if a Vehicle is in Fact Stolen.

a. Establishes probable cause to stop the suspect vehicle.

b. Stops the vehicle to determine the status of the vehicle.

c. Establishes whether the vehicle is stolen:
   (l) inspects for vehicle identification number (VIN):
      (a) determines where to locate VIN by checking the National Auto Theft Bureau book, if necessary;
      (b) checks VIN to determine that it corresponds to the vehicle by comparing it to the registration certificate or the title or by verifying it by LEIN;
      (c) inspects VIN plate to ensure that the plate is properly secured;
      (d) determines if the VIN is a proper number (e.g., does the VIN contain the appropriate number of digits, is the style of lettering the same for all digits in the VIN, is the VIN the right type of number for the vehicle model, does the visible VIN match the hidden VIN).

d. Determines whether vehicle is an unreported stolen vehicle based on continuing suspicion that operator is not in lawful possession of the vehicle.
   (1) has radio operator attempt to phone registered owner to verify that operator has permission to operate vehicle;
   (2) has a patrol unit sent to owner's address when phone contact can't be made.

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: B. Vehicle Stops

Module Title: 4. STOPPING VEHICLES AND OCCUPANT CONTROL

Hours: 8

Notes to Instructor:

Module Objectives:

V.B.4.l. Stop Vehicles to Investigate Traffic Violations.

a. Selects a safe location to stop the vehicle:
   (1) an area that does not create a traffic hazard;
   (2) an area open to the view of other motorists;
   (3) an area which enhances personal safety.

b. Stops the vehicle using appropriate procedures:
   (1) signals violator using lights and/or siren:
   (2) positions patrol vehicle properly, i.e., behind and offset from violator vehicle;
   (3) notifies dispatch of location of stop, reason for stop and license number of violator vehicle.

c. Approaches the vehicle using proper safety precautions:
   (1) observes occupants before exiting patrol vehicle;
   (2) illuminates vehicle with headlights, spotlight and/or flashlight;
   (3) continues observing occupants while approaching vehicle and throughout the stop;
   (4) maintains a position that keeps the violator off balance.

d. Maintains control throughout traffic stop:
   (1) including vehicle occupants;
   (2) remains alert for unexpected occurrences.

V.B.4.2. Stop Vehicle to Investigate Possible Felony.

a. Notifies dispatch upon observing a felony suspect; gives:
   (1) identifies police unit;
   (2) location of the contact;
   (3) description of vehicle and occupants; and
   (4) direction of travel;
   (5) documents information on pad to be left in patrol vehicle.

b. Selects location for vehicle stop:
   (1) an area that does not create a traffic hazard;
   (2) an area open to the view of other motorists;
   (3) an area which enhances personal safety.

c. Stops the vehicle using appropriate procedures:
   (1) waits for backup, if second unit is available;
   (2) signals suspect using lights and siren;
   (3) positions patrol vehicle properly:
      (a) primary unit behind and offset to the right of suspect vehicle;
      (b) backup unit behind and offset to the left of suspect vehicle;
      (c) where no backup unit is available, position vehicle behind offset to the left, angled such that the engine block is between the officer and suspect;
   (4) notifies dispatch of the location of stop.

d. Takes command of the suspects at the stop:
   (1) driver of primary patrol unit assumes command of the felony stop;
   (2) officers position themselves using patrol vehicles for cover;
   (3) advises suspects they are under arrest;
   (4) orders suspects to:
      (a) place hands in view and remain in the vehicle;
      (b) turn off engine and throw keys from car;

V.B.4.2. Stop Vehicle to Investigate Possible Felony.
(continued)

e. Removes suspects from stopped vehicle:
   (1) suspects are ordered out of the stopped vehicle on the left side beginning with the driver;
   (2) suspects are ordered to walk backward to a position between the patrol units;
   (3) handcuffs and searches suspect(s).

f. Secures suspect vehicle:
   (1) approaches vehicle from right side under cover of another officer;
   (2) determines all suspects have been removed from the vehicle;
   (3) searches vehicle for weapons, contraband and evidence;
   (4) seizes the vehicle.

V.B.4.3. Interview Driver on a Traffic Stop.

a. Evaluates driver's capability to operate the vehicle, observes for:
   (l) coordination;
   (2) speech, and
   (3) manual dexterity.

b. Determines the status of the driver's operators license.

c. Determines the status of the operator's auto insurance.

V.B.4.4. Inspect Vehicles For Conformance With the Michigan Vehicle Code.

a. Checks the vehicle to determine if the equipment required by the vehicle code is present and in proper operating condition by:
   (l) visually inspecting it,
   (2) physically inspecting it, or
   (3) requesting motorist to operate it.

b. Determines if the vehicle is unsafe to operate by comparing the operating condition of the equipment with the requirements of the vehicle code.

c. Completes appropriate forms for vehicles that comply with the requirements of the vehicle code (e.g., completes form for vehicle as a station wagon, registers an out-of-state vehicle).

d. Takes necessary enforcement action to bring about compliance with the vehicle code (e.g., issues citation, gives a verbal warning).

V.B.4.5. Participate in Roadblocks.

a. Determines when it is reasonable to request a roadblock based on type of crime, location, adequacy of description of suspects/vehicles, etc.

b. Positions police vehicle properly at roadblock site based on nature of terrain, roadway, avenues of escape for suspects, and the number of officers.

c. Positions self and others properly to afford maximum protection from attack by subjects and hazards presented by passing traffic.

d. Checks vehicles at roadblock site for wanted persons/property using appropriate procedures (e.g., stops vehicle, questions drivers/occupants, maintains radio contact, etc).

Basic Training Module Specification

Functional Area: V. Traffic

Subject Area: C. Traffic Control and Enforcement

Module Title: 1. TRAFFIC DIRECTION AND CONTROL

Hours: 2

Notes to Instructor:

Module Objectives:

V.C.l.l. Assist Stranded Motorists.

a. Positions patrol vehicle in a safe location that protects the motorist, the officer, and the disabled vehicle.

b. Determines the source of the vehicle's operational malfunction by questioning the motorist and inspecting the vehicle.

c. Assists motorist using proper agency procedures (e.g., changes tire, calls a wrecker, pushes vehicle if intersection is blocked by several cars).

d. Directs traffic around stranded vehicle, if necessary.

V.C.l.2. Remove an Unattended Vehicle Obstructing Traffic.

a. Enters vehicle information (e.g., plate number, VIN) into the computer system, if unable to locate owner.

b. Directs traffic around vehicle until the vehicle is moved.

c. Removes vehicle obstructing traffic by determining why the vehicle will not move and providing the appropriate type of assistance (e.g., use physical force to push the vehicle off the roadway, contacts a tow truck).

V.C.l.3. Determine Proper Method for Directing Traffic.

a. Determines the need to direct pedestrian traffic by considering the degree of congestion, amount of pedestrian and vehicular traffic, etc.

b. Determines if assistance is necessary to direct traffic by considering the:
   (l) seriousness of the incident;
   (2) length of time a temporary traffic pattern will be required; or
   (3) area to be detoured.

c. Determines alternate routes for traffic by considering:
   (1) obstacles in roadway;
   (2) type of shoulders on roadway;
   (3) location of side streets;
   (4) volume of traffic.

d. Stands in a safe and highly visible location to direct traffic.

e. Observes traffic from all directions to ensure his/her own safety and the safety of drivers and that traffic flow is uniform.

f. Communicates with other officers to ensure safe traffic flow.

g. Determines the need for flares or cones by considering:
   (1) if a safety problem exists;
   (2) time of day;
   (3) visibility; and
   (4) how long the problem will last.

h. Determines the number of flares/cones necessary to set up the proper flare/cone pattern.

V.C.l.4. Direct Traffic Safely.

a. Uses flares properly:
   (l) avoids burns or igniting fires;
   (2) replaces flares before they burn out; and
   (3) disposes of half-burned flares carefully.

b. Uses flashlight following proper techniques:
   (1) avoids shining light into driver's eyes;
   (2) ensures that light is visible;
   (3) indicates direction of traffic flow with the light.

c. Uses easily understood hand signals to direct traffic.

d. Directs pedestrian traffic by indicating:
   (l) when it is safe to walk (e.g., all vehicular traffic has been stopped); and
   (2) where to walk (e.g., the safest route considering vehicular traffic).

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: C. Traffic Control and Enforcement

Module Title: 2. TRAFFIC WARNINGS, CITATIONS, AND ARRESTS

Hours: 2

Notes to Instructor:

Module Objectives:

V.C.2.l. Explain State Traffic Vehicle Laws and Procedures at a Traffic Stop to a Traffic Offender.

a. Explains why the vehicle was stopped;

b. Identifies the law in question;

c. Summarizes the information concerning the law in understandable terms; and

d. Explains what the operator should do.

V.C.2.2. Issue Verbal Warnings to Traffic Violators.

a. Evaluates the seriousness of the traffic violation to determine if verbal warning is appropriate.

b. Warns driver about a violation:
   (l) advises driver that he/she is being warned in lieu of a summons;
   (2) explains the violation and possible consequences.

c. Records pertinent information concerning the traffic violation (e.g., records information on daily activity log).

V.C.2.3. Complete a Uniform Law Citation (UD-8).

a. Collects information necessary to complete the traffic citation from documents (e.g., operator's license, vehicle code, registration).

b. Completes the uniform law citation by recording all pertinent information.

V.C.2.4. Issue a Citation and Collect Bond (if Necessary) For a Traffic Violation.

a. Issues proper copy of citation to violator.

b. Explains legal procedures to traffic violator:
   (l) describes options for handling citation (e.g., appear in court, mail fine, correct equipment violations);
   (2) describes distinctions between civil violations and misdemeanors.

c. Accepts bond from out-of-state driver, if cited.

d. Records circumstances regarding traffic citation for purposes of court presentation, which include:
   (l) recording bond receipt;
   (2) identifying location, weather conditions, witnesses, etc.

V.C.2.5. Make a Custodial Traffic Arrest When Appropriate.

a. Determines if it is appropriate to make custodial arrest for one of the following offenses:
   (l) OWI;
   (2) fleeing and eluding;
   (3) negligent homicide;
   (4) no operator's license (never applied, suspended, revoked,
   (5) reckless driving; or
   (6) other traffic felonies (MCL 257.617a and 257.619

b. Takes suspect into custody. (See Mechanics of Arrest IV.B.1.2.)

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: D. Operating While Intoxicated

Module Title: 1. STANDARD FIELD SOBRIETY TESTING

Hours: 24

Notes to Instructor:

The National Highway Traffic Safety Administration (NHTSA), in collaboration with the International Association of Chiefs of Police (IACP), developed a national 24-hour training program entitled *DWI Detection and Standard Field Sobriety Testing* (SFST). In June 2003, the International Association of Directors of Law Enforcement Standards and Training (IADLEST) adopted the NHTSA/IACP SFST program as its national standard. Their research lead to the development of valid and reliable field sobriety testing procedures that are used across the nation. The SFST battery includes Horizontal Gaze Nystagmus, Walk and Turn, and One Leg Stand. The test battery supports the officer's general observation of the driver's impairment.

This module must be taught by an instructor who is certified to teach the federal standard field sobriety testing course.

Module Objectives:

V.D.1.1. Demonstrate the Ability to Administer the IACP/NHSTA Standard Field Sobriety Testing Battery in the Approved Sequence and Appropriately Document and Interpret the Results.

a. Completes all classroom portions of an approved SFST curriculum, including practice sessions, which include:
   (1) an introduction and overview;
   (2) detection and general deterrence;
   (3) the legal environment (Michigan offenses, implied consent, etc.);
   (4) detection, note taking, and court testimony;
   (5) vehicle in motion (observational cues);
   (6) personal contact;
   (7) pre-arrest screening, including the decision to arrest;
   (8) concepts and principles of SFST;
   (9) test battery demonstrations;
   (10) the administration of the three tests;
   (11) suspect processing and preparation for trial; and
   (12) report writing and preparation for court.

V.D.1.1. Demonstrate the Ability to Administer the IACP/NHSTA Standard Field Sobriety Testing Battery in the Approved Sequence and Appropriately Document and Interpret the Results. (continued)

b. Satisfactorily completes the written examination with a score of not less than 80%, within two attempts, as administered by an SFST instructor.

c. Demonstrates the ability to administer SFST in a practical exercise.

Module History:

Revised	10/03
Changed	1/10*

*SFST replaced OWI

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: E. Motor Vehicle Crash Investigation

Module Title: 1. INTRODUCTION TO TRAFFIC CRASH INVESTIGATION

Hours: 2

Notes to Instructor: None

Module Objectives:

V.E.l.l. Identify the Elements of a Motor Vehicle Crash.

a. Determines that it is an unintentional event.

b. Determines that there is damage and/or injury.

c. Determines that the event is attributable to a motor vehicle in transport or its load.

d. Determines that the crash occurred on a trafficway.

e. Determines that the event is not an aircraft or watercraft crash.

V.E.l.2 Determine Whether Drivers Have Fulfilled Their Responsibilities as Mandated by Law.

a. Identifies the sections of the Michigan Vehicle Code which mandate driver responsibilities in connection with a vehicle crash.

b. Applies the law to the traffic crash situation and determines whether the drivers have fulfilled their responsibilities related to:
   (1) Stopping;
   (2) Identifying themselves and their vehicle; and
   (3) Rendering aid.

V.E.l.3. Determine Whether an Officer Has Authority to Take Enforcement Action for a Traffic Crash.

a. Conducts a personal investigation of the traffic crash.

b. Establishes reasonable cause that a misdemeanor or civil infraction violation has been committed.

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: E. Motor Vehicle Crash Investigation

Module Title: 2. PRELIMINARY INVESTIGATION AT THE TRAFFIC CRASH SCENE

Hours: 1

Notes to Instructor:

Module Objectives:

V.E.2.l. Take Precautions to Prevent Additional Crashes at Traffic Crash Scene.

a. Evaluates the scene to determine the best location to position the patrol vehicle.
b. Positions patrol vehicle to:
   (l) provide protection for people and/or vehicles involved in situation; and
   (2) facilitate the flow of uninvolved traffic.

c. Protects the scene by directing traffic away from it and/or setting out flares.

V.E.2.2. Set Priorities For Action at a Traffic Crash Scene.

a. Evaluates the scene of a traffic crash to determine the severity of the crash by considering such factors as:
   (1) number of vehicles involved,
   (2) extent of injuries,
   (3) whether or not the situation is hazardous, and
   (4) whether or not utilities have been damaged.

b. Determines the proper sequence of action based on the severity and type of crash (e.g., care for injured first and then re-establish flow of traffic).

V.E.2.2. Set Priorities For Action at a Traffic Crash Scene. (continued)

c. Determines whether it is necessary to conduct an investigation based on:
(1) Motor Vehicle Code reporting requirements; and
(2) department policy.

V.E.2.3. Request Assistance at a Traffic Crash Scene.

a. Determines whether there is a need for assistance at a motor vehicle crash scene by considering:
(1) extent of injuries;
(2) need for assistance to extricate injured from vehicle;
(3) amount of vehicle damage; and
(4) utility damage.

b. Notifies the dispatcher to request assistance from the proper non-police agency or resource:
(1) emergency medical personnel;
(2) utilities;
(3) public service department;
(4) wrecking service.

V.E.2.4. Direct Activities at the Scene of a Traffic Crash Investigation.

a. Identifies personnel resources available to assist at the crash scene.

b. Determines priorities for action at the crash scene.

c. Directs persons who are assisting (e.g., other police officers, civilians, fire personnel, tow truck personnel, utility personnel) to perform specific activities.

d. Coordinates the performance of others assisting at the crash scene to determine if they are performing assigned responsibilities and if additional assistance is required.

V.E.2.5. Secure the Traffic Crash Scene to Protect Evidence.

a. Secures the area in which traffic crash evidence is located (e.g., ropes off area, positions additional officers to guard evidence).

b. Protects traffic crash physical evidence for collection.
   (l) determines what priority should be given to protecting a particular item of traffic crash evidence (e.g., skid marks may withstand some traffic, but broken glass absolutely cannot be disturbed).

c. Protects traffic crash evidence from contamination (e.g., places cover over items to protect them from weather, prevents unnecessary handling of evidence).

V.E.2.6. Determine Whether to Photograph the Traffic Crash Scene.

a. Determines if the crash scene warrants photography based on factors such as:
   (l) seriousness of property damage or personal injury, and
   (2) department policy.

Module History

Revised 1/05

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: E. Motor Vehicle Crash Investigation

Module Title: 3. UNIFORM TRAFFIC CRASH REPORT (UD-10)

Hours: 4

Notes to Instructor:

Use the State Police UD-10 Official Traffic Crash Report Instruction Manual for the proper procedures for completing the mark sense form.

For definitions of terms and classifications, use Appendix D in the State Police UD-10 Official Traffic Crash Report Instruction Manual, and the Manual on Classification of Motor Vehicle Traffic Crashes, available from the National Safety Council, 444 N. Michigan Avenue, Chicago, Illinois, 60611.

Module Objectives:

V.E.3.l. Complete the State of Michigan Traffic Crash Report Form (UD-l0).

a. Obtains appropriate information for the UD-10 from:
   (l) documents (driver's license, vehicle registration, bills of lading, shipping papers, maps, UD-10 instructions), and
   (2) other sources (e.g., statements from individuals, observations of weather and road conditions, physical evidence present).

b. Records the information from the crash investigation in the bubbled and shaded areas on the UD-l0 form and in other areas as appropriate and required locally, following state prescribed procedures.

Module History

Revised 1/05

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: E. Motor Vehicle Crash Investigation

Module Title: 4. LOCATING AND IDENTIFYING TRAFFIC CRASH VICTIMS AND WITNESSES

Hours: 1

Notes to Instructor:

Module Objectives:

V.E.4.l. Identify Persons Involved in a Traffic Crash.

a. Identifies the driver and passengers of a crash vehicle by:
   (l) asking the persons at a traffic crash scene,
   (2) interviewing the persons at a traffic crash scene, separately, if information is not volunteered, and/or
   (3) interviewing the registered owner of the crashed vehicle, when necessary.

b. Searches the scene of the traffic crash for persons who may have witnessed the crash.

V.E.4.2. Identify the Owner of a Vehicle Involved in a Traffic Crash.

a. Interviews the person who claims to be the registered owner to determine the current ownership (e.g., car may have recently been sold and computer records not been updated).

b. Checks the appropriate documents to establish the vehicle ownership, if available (e.g., checks registration, title).

c. Requests vehicle registration information from Secretary of State using the VIN or license plate number.

V.E.4.3. Locate Witnesses to a Traffic Crash.

a. Asks drivers and bystanders if they can identify witnesses to the traffic crash.

b. Solicits possible witnesses by asking bystanders if they know what happened and not referring to them as witnesses.

c. Records license plate numbers or other identifying information that can be used to trace possible witnesses to traffic crashes.

d. Canvasses the neighborhood to determine the identity of possible witnesses to a traffic crash.

e. Requests the media to assist with locating witnesses to a traffic crash.

V.E.4.4. Interview Persons Involved in a Traffic Crash.

a. Separates the persons involved in traffic crash.

b. Advises the person of his/her constitutional rights, if necessary.

c. Arranges for an appropriate place to interview persons involved in traffic crash (e.g., interview in patrol car, if possible, rather than on shoulder of road).

d. Interviews the persons involved in a traffic crash to obtain relevant information (e.g., person's location in vehicle, person's account of incident, what person was doing at time of the crash, what person's relationship is to driver, etc.).

e. Obtains a written statement from persons involved in traffic crash by recording their statements or requesting them to write out statements.

f. Arranges for persons involved in traffic crashes to repeat statements in each other's presence, when necessary.

Module History

Revised 1/05

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: E. Motor Vehicle Crash Investigation

Module Title: 5. TRAFFIC CRASH EVIDENCE COLLECTION: FIELD SKETCHING AND MEASURING

Hours: 4

Notes to Instructor:

Module Objectives:

V.E.5.1. Draw Field Sketch at Scene of a Traffic Crash.

a. Sketches traffic crash scene, noting:
   (1) resting position of vehicles and bodies;
   (2) reference points and objects;
   (3) evidence;
   (4) traffic control devices;
   (5) objects that obstruct view;
   (6) points for measurements;
   (7) table of measurements; and
   (8) location of north and "not to scale" (NTS).

b. Identifies field sketch for evidentiary purposes, noting:
   (1) time and date of:
      (a) crash, and
      (b) sketch,
   (2) jurisdiction;
   (3) location, if not a junction;
   (4) department reference number;
   (5) weather considerations; and
   (6) name of preparer and measurer.

c. Retains field sketch as evidence.

V.E.5.2. Take Measurements at a Traffic Crash Scene for Field Sketch.

a. Locates a permanent landmark as a point of reference for measurements.

b. Takes measurements of traffic crash scene with assistance of other officer(s):
   (1) Uses coordinate or triangulation method;
   (2) Includes:
      (a) length of skid marks;
      (b) point of impact;
      (c) resting place of vehicles; and
      (d) road width.

c. Records measurements concerning traffic crash on legend of sketch.

V.E.5.3. Diagram a Traffic Crash Scene.

a. Records measurement information from the crash scene on field sketch.

b. Draws finished diagram of the crash scene, using a legend to identify objects and items.

c. Handles diagram as evidence.

Module History:
Revised 04/07

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: E. Motor Vehicle Crash Investigation

Module Title: 6. TRAFFIC CRASH EVIDENCE COLLECTION: ROADWAY SURFACE

Hours: 4

Notes to Instructor:

Module Objectives:

V.E.6.l. Search the Traffic Crash Scene For Physical Evidence.

a. Determines what evidence may be present at a vehicle crash scene and its possible location (e.g., car with broken headlight would indicate that glass is at scene, direction of travel of vehicle might indicate location of evidence).

b. Obtains additional assistance to search scene, when necessary.

c. Searches for physical evidence at the crash scene by starting at the point of impact and working out in the appropriate direction.

V.E.6.2. Collect and Document Physical Evidence From a Traffic Crash Scene.

a. Identifies items at a traffic crash scene which have potential evidentiary value.

b. Collects evidence properly:
(1) photographs it;
(2) locates it on field sketch;
(3) uses proper container;
(4) keeps evidence from two vehicles separated.

c. Documents chain of custody of evidence by recording appropriate information about evidence which includes:
(l) description,
(2) dates,
(3) times,
(4) location, and
(5) name of recovering officer.

d. Takes evidence to proper location for safekeeping and preservation (e.g., property room).

V.E.6.3. Identify Point(s) of Impact at a Traffic Crash Scene.

a. Locates physical evidence at the traffic crash scene (e.g., gouge marks, liquids, glass, dirt from undercarriage).

b. Interviews drivers and witnesses at traffic crash scene.

c. Evaluates the information available to make a determination of the point of impact (e.g., evaluates physical evidence and information from drivers' and/or witness' statements).

V.E.6.4. Measure Skid Marks.

a. Identifies the type of skid as:
   (1) straight,
   (2) curved,
   (3) skip,
   (4) gapped,
   (5) overlapping.

b. Determines proper method to measure the skid based on type and extent of the skid:
   (1) locates beginning and end for measurement;
   (2) measures each skid mark independently;
   (3) locates spots along a curved skid mark for measurement.

c. Requests appropriate assistance to help measure the skid marks, if necessary.

d. Measures the skid marks using the appropriate equipment (e.g., tape, wheel).

e. Records the length of the skid marks on a field sketch or notes by:
   (1) locating and labeling the beginning and end of each skid mark independently (straight); or
   (2) locating and labeling spots at intervals along a curved skid mark.

Module History

Revised 1/05
Revised 4/07

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: E. Motor Vehicle Crash Investigation

Module Title: 7. TRAFFIC CRASH EVIDENCE COLLECTION: THE VEHICLE

Hours: 1.5

Notes to Instructor:

Module Objectives:

V.E.7.l. Inspect Vehicles For Fresh Damage.

a. Determines whether it is necessary to impound the vehicle and/or obtain a search warrant before inspecting vehicle for damage (e.g. hit and run).

b. Arranges for assistance in looking for fresh damage to the vehicle if necessary (e.g., have vehicle checked on hoist at garage, etc.).

c. Inspects the vehicle to determine the type (contact, induced, and multiple contact), location, and extent of damage.

d. Determines if conditions or circumstances other than the crash may have affected the area damaged on the vehicle (e.g, weather, time lapses, possible tampering with damaged area, etc.).

e. Determines if damage to the vehicle is fresh.

V.E.7.2. Test the Operating Condition of a Traffic Crash Vehicle's Equipment.

a. Interviews drivers and witnesses about the possibility of equipment failure on the crash vehicle.

b. Inspects the crash vehicle equipment for suspected failure (e.g., inspects brakes, tires, tie rods, etc.).

c. Arranges for protection of the crash vehicle suspected of equipment failure when the equipment cannot be tested at scene.

d. Arranges for experts to test the crash vehicle equipment that cannot be tested at the scene (e.g., light filaments, brake components, steering, etc.).

e. Records the findings about the condition of crash vehicle equipment on notes and/or appropriate report forms.

V.E.7.3. Demonstrate an Understanding of the Relationship Between Types of Crashes and the Injury/Trauma Occurring to Unrestrained Occupants.

a. Identifies the three collisions that take place in many crashes:
   (1) vehicle collision with another object (e.g., vehicle, guardrail, etc.);
   (2) human collision with the vehicle and other occupants; and
   (3) internal collision (internal organs with the skeletal structure).

b. Identifies types of vehicle crashes:
   (1) frontal impact,
   (2) rear impact,
   (3) lateral impact,
   (4) rotational impact,
   (5) side to side rollover,
   (6) vault/flip,
   (7) children in crashes.

c. Describes how each type of vehicle crash is related to human occupant injuries.

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: E. Motor Vehicle Crash Investigation

Module Title: 8. TRAFFIC CRASH FOLLOW-UP AND COMPLETION

Hours: 1.5

Notes to Instructor:

Module Objectives:

V.E.8.l. Follow up the Extent of Personal Injuries Resulting From a Traffic Crash.

a. Determines whether it is necessary to follow-up on injuries resulting from a traffic crash (e.g., when there is serious injury or possibility of a fatality).

b. Consults with medical personnel by phone or personally to determine the extent of injuries resulting from a traffic crash.

c. Obtains appropriate medical reports to determine the extent of injuries, if necessary (e.g., autopsy report).

d. Writes a supplemental report of findings from follow-up investigation of traffic crash injuries.

V.E.8.2. Review the Traffic Crash With Crash Investigator(s).

a. Provides the crash investigator(s) with information on the crash (e.g., UD-l0 traffic crash form, supplemental reports, witness statements, photographs, etc.).

b. Asks the crash investigator for recommendations about handling the case, such as:
   (l) what further investigation is required,
   (2) the appropriate offense with which driver should be charged, and
   (3) how speed should be calculated.

V.E.8.3. Determine the Contributing Factors to a Traffic Crash.

a. Interviews drivers and/or witnesses about the traffic crash.

b. Determines the factors that contributed to the motor vehicle crash (e.g., weather, driver's condition, condition of roadway, vehicle condition, obstructions to vision, interference from children/animals).

c. Decides which factors were primary contributors to the motor vehicle crash based on:
   (l) observations,
   (2) physical evidence, and
   (3) statements of witnesses/drivers.

V.E.8.4. Determine Fault in a Traffic Crash.

a. Interviews drivers and witnesses about the traffic crash.

b. Evaluates the physical evidence from the traffic crash scene.

c. Consults with other officers and experts (e.g., police crash investigators, crash reconstruction experts, lab technicians, medical examiners) concerning the cause of the traffic crash.

d. Determines what caused the traffic crash (e.g., driver negligence, vehicle defect) by evaluating information obtained from all sources.

V.E.8.5. Issue a Citation(s) in a Traffic Crash.

a. Determine if a violation of the law has occurred in a traffic crash by:
   (l) interviewing drivers, passengers, and witnesses;
   (2) examining the physical evidence; and
   (3) evaluating all of the available information in light of the requirements of the Michigan Vehicle Code.

b. Obtains the necessary documents or information to complete the citation at the traffic crash (e.g., driver's license, vehicle registration, etc.).

c. Records the information about the traffic crash onto the citation form.

d. Provides the offender with the proper copy of citation (i.e., proper copy depending on whether violation is a civil infraction or a misdemeanor).

e. Explains to the individual receiving the citation how to handle the citation.

f. Records citation charge on UD-10.

g. Requests operator re-examination by the Department of State, if appropriate, by using Form OC-88 (See Objective V.B.2.5.).

Basic Training Module Specifications

Functional Area: VI. Special Operations

Subject Area: A. Emergency Preparedness/Disaster Control

Module Title: 1. EMERGENCY PREPAREDNESS

Hours: 6

Notes to Instructor:

Objective VI.A.1.2 must be taught by a certified Hazmat instructor using the Lesson Plan for "First Responder - Awareness Level"; this is a four hour block of instruction. The remaining objectives cover emergencies which are not related to hazardous materials and are to be taught in the remaining two hours.

Module Objectives:

VI.A.1.1. Patrol Locations on Beat Which are Potentially Hazardous to Citizens.

a. Identifies the location and nature of potential hazards (e.g., unlighted road repair, unfenced construction site, etc.).

b. Deters activity at site of a potential hazard (e.g., provides warnings and explanations to citizens).

c. Notifies the proper authorities to eliminate or lessen the potential hazard.

d. Takes enforcement action if violations occur (e.g., warns, cites).

VI.A.1.2. Respond to a Hazardous Material Incident Safely and Properly.

a. Demonstrates a working knowledge of the location and types of hazardous materials in his/her patrol area.

b. Approaches the site of hazardous spill cautiously:
   (1) avoids becoming a victim of the spill; and
   (2) acknowledges the risks associated with hazardous materials.

c. Determines if it is necessary to evacuate the area immediately (Taught in objective VI.A.1.4.).

VI.A.1.2. Respond to a Hazardous Material Incident Safely and Properly. (Continued)

d. Notifies dispatcher of status.

e. Collects information in an attempt to identify the hazardous material, by:
   (1) observing the suspect material;
   (2) referring to the USDOT Hazardous Materials Guidebook;
   (3) using the USDOT placarding and labeling system;
   (4) interviewing the vehicle operator, conductor of a train or person responsible at a site, as appropriate;
   (5) inspecting the bill of lading, Product Identification Number (PIN) and/or Material Data Safety Sheet (MSDS), if available; and
   (6) requesting assistance from CHEMTREC ((800) 424-9300), when appropriate.

f. Takes only those actions which are:
   (1) appropriate to a hazardous materials incident; and
   (2) within the limits of his/her training.

g. Determines what action is necessary to cope with spills by considering:
   (1) the type of hazardous material;
   (2) the size of the incident; and
   (3) the location.

h. Notifies the appropriate response agencies (fire department, State Police Emergency Management Division, DNR, etc.) quickly, in order to contain the incident;

I. Assumes proper role under the Incident Command System (ICS), if implemented.

VI.A.1.3. Coordinate Actions with Public Service Personnel Arriving To Assist in an Emergency (non-hazardous material) Situation.

a. Requests the services and/or assistance of other public service agencies (fire, medical, etc.)

b. Advises public service personnel about circumstances of situation including specific location, what actions the police have taken (e.g., in situations such as fires, medical emergencies, gas leaks, wires down).

c. Assists public service personnel by initiating appropriate activity related to situation (e.g., traffic and/or crowd control).

f. Requests outside expertise (Fire Department, State Police Fire Marshal Division, EPA, DNR, etc.).

g. Controls vehicle/pedestrian traffic (e.g., directs traffic around spill, controls crowd).

VI.A.1.4. Evacuate Persons From a Dangerous Area.

a. Determines the necessity to evacuate an area by:
   (1) conferring with informed personnel (e.g., EPA, DNR, U.S. Weather Bureau); and
   (2) considering the severity of the problem.

b. Informs the dispatcher or supervisory personnel about nature of the problem and the need for additional personnel and equipment.

c. Plans evacuation considering:
   (1) size of building;
   (2) size of area;
   (3) type of problem;
   (4) weather conditions; and
   (5) number of citizens in area.

d. Informs citizens of the need for an emergency evacuation and routes for leaving the area using:
   (1) media;
   (2) public address system; or
   (3) personal means of communication (e.g., door -to-door).

e. Controls movement and direction of citizens using barricades, traffic control devices, and/or the assistance of authorized personnel.

VI.A.1.5. Secure Accident and Disaster Scenes.

a. Determines need for securing the scene by considering the type of problem and number of personnel available.

b. Determines method of securing the scene based on:
   (1) type of equipment and personnel needed;
   (2) weather conditions; and
   (3) severity of situation.

c. Informs the dispatcher and/or supervisory personnel about nature of problem and need for additional equipment and personnel (e.g., Fire Rescue, EMS, EPA, DNR, U.S. Weather Bureau, etc.).

d. Secures scene using appropriate method:
   (1) barricading or roping off area;
   (2) cordoning area by positioning officers properly; and
   (3) allowing only authorized personnel access to scene.

Basic Training Module Specifications

Functional Area: VI. Special Operations

Subject Area: A. Emergency Preparedness/Disaster Control

Module Title: 2. EXPLOSIVE DEVICES

Hours: 2

Notes to Instructor:

This material is designed to be taught by an instructor with expertise in explosive devices. It is also designed to be taught at the awareness level for recruit training.

MCOLES recommends that the instructor display examples of explosive devices in class or use a color slide presentation that depicts a variety of devices and materials. Instructors are urged to review the training materials made available through federal agencies, such as the Department of Homeland Security, Office of Domestic Preparedness, and the Department of Justice.

The material in this module should be taught within the context of homeland security and terrorism awareness.

Module Objectives start on the next page:

VI.A.2.1. Demonstrate an Understanding of the Common Characteristics of Explosive Devices.

a. Defines an explosive device as an instrument specifically designed to cause an instantaneous, rapid, violent release of energy from a confined region, when subjected to heat, impact, friction, or other initial impulse.

b. Identifies the two common types of explosive devices as:
(1) conventional; and
(2) improvised.

c. Defines an explosion as a chemical reaction or change of state usually associated with a rapid expansion of gases and the liberation of heat, which includes the following basic requirements:
(1) fuel or load;
(2) oxygen; and
(3) an initiation.

d. Defines an incendiary device as an instrument designed to burn rather than to explode.

e. Recognizes that there are a wide variety of explosive devices, many of which can be disguised as common objects, and that it is important to leave untouched any suspicious looking object.

VI.A.2.2. Identify Explosive Devices.

a. Recognizes conventional low explosive devices, such as:
   (1) gun powder;
   (2) black powder;
   (3) pyrodex; and
   (4) pyrotechnic powder.

b. Recognizes conventional high explosive devices, such as:
   (1) nitroglycerine;
   (2) TNT;
   (3) dynamite;
   (4) slurries/water gel;
   (5) ammonium nitrate (ANFO); and
   (6) C-4.

c. Recognizes common military ordnance, such as:
   (1) grenades;
   (2) artillery shells and projectiles;
   (3) mortar shells;
   (4) mines; and
   (5) rockets.

d. Defines an improvised explosive device (IED) as any homemade instrument consisting of a triggering mechanism and volatile material designed to cause property damage or personal injury and which can take a variety of forms from basic to complex.

e. Recognizes the common components of an improvised explosive device (IED), which include:
   (1) a power supply or power source;
   (2) an initiator or detonator;
   (3) a switch, which can be:
      (a) a relay circuit;
      (b) magnetic;
      (c) photoelectric; or
      (d) radio-controlled; and
   (4) an explosive material, such as:
      (a) acid;
      (b) black powder;
      (c) Urea; or
      (d) ANFO.

VI.A.2.3. Demonstrate an Understanding of the Response Protocols to a Bomb Threat.

a. Receives bomb threat by phone:
   (1) notes time the call was received;
   (2) asks appropriate questions (when, where, what, why, etc.);
   (3) notes characteristics of caller's voice and background noises;
   (4) identifies general v. specific threat; and
   (5) attempts to keep caller on the line.

b. Evaluates how local agency policies and procedures and departmental standard operating procedures affect the officer's response to a bomb threat.

c. Responds to scene of a bomb threat rapidly but safely, and:
   (1) maintains radio silence within ¼ mile from scene;
   (2) establishes land-line communication with dispatch;
   (3) gathers relevant information from building occupants; and
   (4) recognizes that cell phones and pagers can emit electrostatic signals.

d. Searches for suspicious or suspected devices by:
   (1) explaining search procedures to building management;
   (2) searching with building occupants or those in authority;
   (3) searching systematically; and
   (4) looking for unclaimed or out of place items.

e. Considers the following when a suspicious device is located:
   (1) establishing a perimeter;
   (2) maintaining radio silence within 300 ft.;
   (3) noting and recording useful information regarding the device;
   (4) determining possible evacuation procedures, considering time, distance and shielding;
   (5) notifying the bomb squad;
   (6) continuing the search in other areas, if practicable; and
   (7) recognizing the possibility of secondary devices.

Notes to Instructor:

Show examples of various IEDs to the class so the students have an idea of what to look for when working patrol, including pipe bombs, car bombs, fertilizer-based bombs, etc.

VI.A.2.4. Respond to a Bombing Incident.

a. As the first responder, initiates the incident command system, as trained.

b. Considers the following when responding to a post-blast incident:
   (1) officer safety;
   (2) safety of others;
   (3) perimeter control;
   (4) possible secondary devices;
   (5) evidence protection; and
   (6) treating the blast scene as a crime scene.

c. Shares relevant information with appropriate agencies, including:
   (1) federal agencies (FBI, ATF, etc.);
   (2) MSP Intelligence Unit;
   (3) Law Enforcement Online (LEO); and
   (4) Terrorist Threat Information Center (TTIC).

Module History

Revised 1/05

Basic Training Module Specifications

Functional Area: VI. Special Operations

Subject Area: B. Civil Disorders

Module Title: 1. CIVIL DISORDER PROCEDURES

Hours: 4

Notes to Instructor:

Module Objectives start on next page:

Module Objectives:

VI.B.1.1. Respond to Labor/Management Disputes.

a. Demonstrates a working knowledge of labor/management law related to strikes and picketing:
   (1) identifies those activities which interfere with lawful strike activity (MCL 423):
      (a) threats or use of force;
      (b) employment of strikebreakers;
      (c) unlawful lockout;
   (2) identifies those activities which interfere with the operation of a business establishment (MCL 423):
      (a) threats or mass picketing;
      (b) unlawful strike;
      (c) blocking ingress or egress to the business.

b. Evaluates size and nature of the strike/picket scene:
   (1) mood of the participants;
   (2) any apparent confrontation;
   (3) need for additional personnel and equipment;
   (4) need for a supervisor and/or a more formal police response.

c. Notifies dispatcher of status.

d. Meets with labor and management representatives:
   (1) informs representatives of the requirements of the law;
   (2) explains what the police expectations are for compliance.

e. Takes enforcement action if required:
   (1) intervenes to allow lawful ingress/egress;
   (2) separates combatants in a violent or potentially violent confrontation;
   (3) arrests detained persons after consultation with or on direction of a supervisor.

VI.B.1.2. Control Non-Violent Crowds.

a. Estimates size and nature of the crowd to assess whether or not the crowd is non-violent by observing:
   (1) the number of people,
   (2) the mood of the people, and
   (3) the nature of the event.

b. Plans for crowd control based on type of crowd, considering:
   (1) the needs for personnel;
   (2) the need to establish and follow a chain of command or establish a command post;
   (3) the need to establish a perimeter of control;
   (4) the strategic positioning of officers; and
   (5) the type of communication system to be used.

c. Maintains high visibility in crowd by using uniforms and marked equipment and positioning officers around perimeter of the crowd.

d. Advises individual causing a disturbance in crowd to stop behaving in a manner that disturbs others.

e. Arrests violator or agitator in non-violent crowd in a swift and discreet manner.

f. Controls emotions (e.g., does not over react to agitation, taunts, and minor violations of the law).

VI.B.1.3. Patrol Areas Containing Marchers or Demonstrators.

a. Receives crowd control assignment and responsibility from designated authority (e.g., supervisor, command post, etc.).

b. Obtains necessary equipment (e.g., portable radio, riot baton, riot gun, gas mask, riot helmet, etc.).

c. Notifies supervisor or command post of activities of demonstrators or marchers.

d. Patrols assigned area observing for violations of demonstration permits and criminal laws.

VI.B.1.4. Control Hostile Groups.

a. Locates and observes crowd agitators.
   (1) locates crowd agitators by observing the crowd's reactions to specific persons in crowd.
   (2) observes identified crowd agitators for violations of the law.

b. Controls hostile groups (e.g., demonstrators, rioters, or bar patrols).
   (1) determines whether police action is necessary by considering whether there has been or is likely to be:
      (a) property damage,
      (b) personal injury,
      (c) other violations of the law, given:
         (i) the size of the group,
         (ii) whether group members have weapons, and
         (iii) the group's intent.
   (2) disperses hostile crowd if they fail to comply with lawful police order to disperse according to police plan of action (e.g., uses tear gas, a riot formation, and/or makes arrests).
      (a) uses tactics that work toward neutralizing group cohesiveness.
      (b) uses tactics that reduce the likelihood of potentially high property losses (provides for escape routes, directing the group toward low risk areas).
   (3) escalates use of force properly (e.g., show of force, control formations, chemical munitions, and firearms in ascending order, if necessary).

VI.B.1.5 Patrol Riot-Stricken or Civil Disturbance Areas.

a. Receives riot control assignment from designated authority.

b. Obtains necessary riot equipment (e.g., portable radio, riot baton, riot gun, gas mask, riot helmet, etc.).

c. Notifies command post of activities within assigned patrol area.

d. Patrols assigned area by:
   (1) observing for curfew violations, looting, and other unlawful acts, and
   (2) observing small groups to keep informed of their movements and actions.

e. Provides assistance and advice to victims in riot-stricken area (e.g., renders first aid, assists firefighters rescuing injured, provides security for utility company, provides information on safe exit).

f. Advises business owners in civil disturbance area to close and secure their establishments.

g. Takes enforcement action only in conformance with stated policy.

h. Refers the media to a supervisor when:
   (1) an "official" statement is requested.
   (2) it is necessary to advise citizens to stay out of the civil disturbance area.

VI.B.1.6. Confront Groups of Agitated People in Riot Formation.

a. Receives riot formation assignment and responsibilities from designated authority (e.g., command post).

b. Obtains necessary riot equipment (e.g., portable radio, riot baton, riot gun, gas mask, riot helmet, etc.).

c. Controls emotions (e.g., avoids anticipating commands).

d. Maintains formation security during riot control operation.

e. Performs assigned duties according to predetermined plan of action.

f. Uses riot control weapons lawfully and in accordance with accepted police practice and manufacturer's recommendations.

Basic Training Module Specifications

Functional Area: VI. Special Operations

Subject Area: B. Civil Disorders

Module Title: 2. TECHNIQUES FOR CONTROL OF CIVIL DISORDERS

Hours: 4

Notes to Instructor:

Use field exercise with riot batons, gas masks, gas and formations.

Assign trainees to positions, rotating position assignments between exercises:

- Platoon Leader
- Squad Leader
- Assistant Squad Leaders
- Gas/Special Weapons
- Command Group

Provide a variety of situations including:

- Nonviolent
- Mass Arrest
- Separate conflicting groups
- High Violence

Module Objectives:

VI.B.2.1. Perform Duties While Wearing Heavy Equipment.

a. Recognizes limitations of equipment (e.g., type of shell that vest will stop, time limit on air tanks, how the particular equipment functions in certain weather conditions).

b. Selects the appropriate equipment according to own physical stature and ability.

c. Puts equipment on and adjusts it properly (e.g., adjusts it to be able to use it properly without undue fatigue).

d. Performs duties while wearing heavy equipment (e.g., scuba tank, flak vest, bomb suit, helmet, body armor, ammunition canisters, heavy weapons, etc.).

VI.B.2.2. Physically Restrain Crowds.

a. Evaluates the nature of crowd by considering:
(1) size of crowd,
(2) level of hostility,
(3) age of crowd members, and
(4) purpose of the assembly.

b. Determines amount and type of physical force necessary (e.g., use of riot batons, hand-to-hand combat, etc.).

c. Requests and waits for additional assistance through dispatcher, when necessary.

d. Obtains necessary equipment to restrain crowd (e.g., riot helmet, baton, etc.).

e. Controls crowd members by applying the minimum force necessary.

VI.B.2.3. Control Non-Violent Crowds.

a. Estimates size and nature of the crowd to assess whether or not the crowd is non-violent by observing:
(1) the number of people,
(2) the mood of the people, and
(3) the nature of the event.

b. Plans for crowd control based on type of crowd, considering:
(1) the needs for personnel;
(2) the need to establish and follow a chain of command or establish a command post;
(3) the need to establish a perimeter of control;
(4) the strategic positioning of officers; and
(5) the type of communication system to be used.

c. Maintains high visibility in crowd by using uniforms and marked equipment and positioning officers around perimeter of the crowd.

d. Advises individual causing a disturbance in crowd to stop behaving in a manner that disturbs others.

e. Arrests violator in non-violent crowd in a swift and discreet manner.

f. Controls emotions (e.g., does not over react to agitation, taunts, and minor violations of the law).

VI.B.2.4. Control Hostile Groups.

a. Locates and observes crowd agitators.
   (1) Locates crowd agitators by observing the crowd's reactions to specific persons in crowd.
   (2) Observes identified crowd agitators for violations of the law.

b. Controls hostile groups (e.g., demonstrators, rioters, or bar patrols).
   (1) Determines whether police action is necessary by considering there has been or is likely to be:
      (a) Property damage;
      (b) Personal injury;
      (c) Other violations of the law, given:
         (i) The size of the group;
         (ii) Whether group members have weapons, and
         (iii) The group's intent.
   (2) Disperses hostile crowd if they fail to comply with lawful police order to disperse according to police plan of action (e.g., uses tear gas, a riot formation, and/or makes arrests).
      (a) Uses tactics that work toward neutralizing group cohesiveness;
      (b) Uses tactics that reduce the likelihood of potentially high property losses (provides for escape routes, directing the group toward low risk areas).

VI.B.2.5. Confront Groups of Agitated People in Riot Formation.

a. Receives riot formation assignment and responsibilities from designated authority (e.g., command post).

b. Obtains necessary riot

c. Controls emotions (e.g., avoids anticipating commands).

d. Maintains formation security during riot control operation.

e. Performs assigned duties according to predetermined plan of action.

f. Uses riot control weapons lawfully and in accordance with accepted police practice and manufacturer's recommendations.

Basic Training Module Specifications

Functional Area: VI. Special Operations

Subject Area: C. Tactical Operations

Module Title: 1. TACTICAL OPERATIONS

Hours: 7

Module Objectives:

VI.C.1.1. Recruit Confidential Informants.

a. Determines if an individual would be a reliable informant:
   (1) considering past experiences with individual, and
   (2) corroborating information with a second source.

b. Determines if an informant is capable of supplying desired information by:
   (1) interviewing the individual,
   (2) considering the individual's known associates.

c. Offers incentive for individual to become informant (e.g., money, reduced charges).

d. Talks to potential informant to establish rapport and decide on means of future contact (e.g., using code names or an identification number, calling a pay phone number).

Notes to Instructor:

Instruction should address only the intelligence gathering that is relevant to patrol officer responsibilities.

VI.C.1.2. Conduct Surveillance of Individuals or Locations.

a. Reviews details of plan to ensure:
   (1) the location for the surveillance,
   (2) type of surveillance, and
   (3) proper clothing to be worn.

b. Communicates by radio with other members of the surveillance team.

c. Observes and records activities of individuals or locations, while maintaining proper profile (e.g., stays hidden, blends in with surroundings).

d. Writes report of surveillance activities.

VI.C.1.3. Execute Raids.

a. Participates in briefing to become familiar with information pertinent to the raid (e.g., layout of the target area, number of suspects, type of crime, escape routes, number of weapons that may be at the scene).

b. Familiarizes self with raid plan in accordance with the following principles:
   (1) establishes perimeter control of target to prevent escape of suspects;
   (2) maintains element of surprise to maximize effectiveness;
   (3) serves notice on suspect that it is a police raid and a warrant is being served;
   (4) establishes immediate control of subjects and target on execution of warrant; and
   (5) maintains communication with perimeter control and dispatch.

c. Prepares to participate in raid by:
   (1) introducing himself/herself to other participants;
   (2) checking equipment to ensure it is functional; and
   (3) verifying assignment.

d. Performs assigned responsibility during the raid.

VI.C.1.4. Respond to a Barricaded Gunman/Hostage Situation.

a. Assesses the situation while approaching the scene by determining the nature of the incident:
   (1) threat to immediate safety of responding officers;
   (2) number of people involved, number and types of weapons, proximity of bystanders, etc; and
   (3) injuries and need for medical assistance.

b. Verifies that a barricaded gunman or hostage situation exists.

c. Notifies dispatcher of status and need for a command officer and medical assistance and assumes control of the situation.

d. Establishes perimeter control by:
   (1) clearing area of citizens and non essential personnel;
   (2) coordinating activities with other officers; and
   (3) turning over control to a command officer.

e. Responds to situation in a coordinated fashion:
   (1) takes orders from field command officer;
   (2) coordinates activities with other officers including:
      (a) the proper use of radios;
      (b) relinquishing control to an emergency response team;
   (3) negotiates with suspect should be done by a professional negotiator, if available; and
   (4) if any contact is made with the suspect, it should be as non-threatening as possible.

VI.C.1.5 Understand the Basic Dynamics and Issues Involved in a Rapid Response to an Ongoing Act of Violence.

a. Define a rapid response (e.g., the swift, immediate, and tactical deployment of on-scene law enforcement resources to an on-going act of violence).

b. Describe the history of these type of incidents.

c. Identify the typical suspect profile and mindset.

d. Recognize psychological issues and appropriate officer mindset.

e. Distinguish rapid response concept from traditional response.

f. Apply the “objectively reasonable” standard to the application of force in these situations.

VI.C.1.6. Demonstrate a Basic Understanding of the Tactics and Techniques involved in a Rapid Response to an Ongoing Act of Violence

a. Assess the situation:
   (1) determine if incident is an ongoing act of violence;
   (2) consider the number of potential victims;
   (3) consider response times of assisting officers;
   (4) consider the size, type and accessibility of location;
   (5) choose appropriate weapon(s);
   (6) initiate a rapid response; and
   (7) continually reassess the situation.

b. Move in a tactical manner:
   (1) describe small team tactics;
   (2) identify common formations;
   (3) explain "area of responsibility" concept; and
   (4) describe appropriate team communication.

c. Perform as Contact Team member:
   (1) initiate rapid response (decide to go in);
   (2) continue rapid, yet tactical, movement toward suspect(s), commotion, or noise;
   (3) refrain from rescue operations until threat has been neutralized;
   (4) locate the suspect(s); and
   (5) initiate appropriate action to control/neutralize the suspect(s).

d. Perform as Rescue Team member:
   (1) facilitate a tactical evacuation of the location/area;
   (2) carry/drag injured victims to a safe(r) location; and
   (3) render first aid when appropriate.

Notes to Instructor:

Based on the multiple variables involved in this type of incident and response (e.g., various tactics and resources, availability and response time of back-up, type/size of location, number of suspects and possible victims, circumstances upon arrival, training and experience of first officers on scene, etc.) this training is focused at the basic awareness level. The intent of this training objective is to give the recruits a basic understanding of the dynamics involved in this type of incident, and some basic tactics for a swift response.

Module History

Revised 01/10

Basic Training Module Specifications

Functional Area: VI. Special Operations

Subject Area: D. Environmental Crimes

Module Title: 1. ENVIRONMENTAL CRIMES

Hours: 2

Notes to Instructor:

Module Objectives:

VI.D.1.1. Describe the Benefits of Understanding Michigan's Environmental Laws.

a. Describes the personal benefits as:
   (1) enhancing officer safety by:
      a) alerting the officer to environmental hazards that could cause serious injury or death, and
      b) providing proper procedures and resources for a safe response;
   (2) contributing to a cleaner and safer environment (e.g., drinking water, cleaner air, safe recreation areas, etc.) for the
      a) officer,
      b) officer's family,
      c) officer's friends, and
      d) community;
   (3) reducing the economic burden, caused by illegally disposed pollution, placed on the:
      a) individual taxpayer (including the officer),
      b) law enforcement agency, and
      c) community;
   (4) giving the officer another tool that:
      a) may assist in identifying additional illegal activity (e.g., an officer investigating the dumping of a hazardous material at a residence may discover a "chop shop" operation taking place); and
      b) enhances the officer's image in the community by promoting a safer environment for all.

VI.D.1.1 Describe the Benefits of Understanding Michigan's Environmental Laws. (continued)

b. Describes the organizational benefits as:
   (1) strengthening the department through greater community support;
   (2) creating more partnerships within the community;
   (3) identifying additional resources;
   (4) reducing the potential of costly response and cleanup activities;
   (5) giving officer the tools to enforce the existing environmental laws;
   (6) creating awareness of laws that may assist the agency with other investigations; and
   (7) improving teamwork between local, county, state, and federal agencies.

c. Identifies that illegally disposed pollution harms the environment, community, and human health through:
   (1) surface water contamination,
   (2) ground water contamination,
   (3) air pollution via burning or evaporation,
   (4) fires and explosions,
   (5) poisoning via food chain, or
   (6) poisoning via direct human contact.

VI.D.1.2 Identify an Environmental Crime.

a. Describes an environmental crime as the intentional, knowing, reckless, or criminally negligent violation of the environmental laws and regulations.

b. Describes the generators of pollution as:
   (1) major generators which include large manufacturing companies that make
      a) cars,
      b) furniture,
      c) clothes, or
      d) chemical industries that produce acids, cyanide, heavy metals, ignitables, reactives and solvents;
   (2) smaller generators in the community such as:
      a) automotive repair (including body shops),
      b) gas stations,
      c) dry cleaners,
      d) photo shops,
      e) funeral homes,
      f) agricultural pesticide applicators, or
      g) hospitals;
   (3) illegally:
      a) polluting surface or ground water,
      b) disposing of hazardous waste,
      c) burning or dumping household garbage;
      d) disposing of medical waste, or
      e) dumping of solid waste (e.g., scrap tires).

c. Describes the motives for violating the environmental statutes as:
   (1) the desire (i.e., greed) to save money by disposing of the waste illegally to avoid the high cost of legitimate disposal;
   (2) the desire (i.e., greed) to make money by collecting fees for proper disposal and then illegally disposing of the waste to increase profits, or
   (3) byproduct of a traditional crime (e.g., stolen tractor trailer loaded with drums of hazardous waste, “chop shop” dumping solid waste on property, etc.);
   (4) civil enforcement is not a deterrent (i.e., companies often consider such fines as “the cost of doing business” and passes it on to the consumer – criminal prosecution can result in incarceration a more effective deterrent).

VI.D.1.2. Identify an Environmental Crime. (continued)

d. Recognizes potential violations by:
   (1) making personal observations of activity in and around known generators of hazardous waste;
   (2) following up on citizen reported information on suspicious activity;
   (3) using the following guidelines to assist in identifying environmental criminal activity:
      a) **sight** – does the pollution look particularly nasty or foul? (e.g., strongly colored discharge from a pipe going into stream or lake, foam and/or visible solids in the discharge or that leaves a visible oil sheen on the water, dead fish or animals in the area, dead grass or vegetation, or dark black smoke rising from the burning of debris);
      b) **odor** – does the pollution present a strong odor that is unpleasant? (if the odor burns your eyes, mouth, nose or skin, immediately leave the area, secure, contact appropriate response personnel);
      c) **unusual** – does the type or source of pollution seem unusual? (e.g.., something that is different from how similar things appear to work or from how they worked previously); and
      d) **secretive** – is there something secretive or suspicious about the potential pollution-causing activity? (e.g., a bulldozer working at night in a marsh or wetland, a truck pouring wastewater into a sewer on the side of the road, or someone dumping garbage at a site where it probably should not go (e.g., abandon or vacant city lot, alley, ditches woods, someone-else's dumpster, etc.)).

VI.D.1.3. Use the Michigan Penal Code (MCLA/MSA) to Identify Environmental Statutes.

a. Uses the table of contents and index to locate specific offenses.

b. Identifies the elements of an offense.

c. Compares the elements of an offense against the facts of the situation to determine if any of the following crimes have been committed:
   (1) water resources pollution (MCL 324.3109, 324.3112, 324.3115);
   (2) wetland pollution/destruction ((MCL 324.30316);
   (3) hazardous waste violations (MCL 324.11147, 324.11151);
   (4) improper storage/disposal of industrial waste (MCL 324.12116);
   (5) improper disposal of scrap tires (MCL 324.16909); or
   (6) illegal disposal of batteries (MCL 324.17107);
   (7) air pollution (MCL 324.5531).

d. Identifies that a violator who knowingly (or should have known), releases a hazardous substance which causes personal injury or property damage (or knew or should have known of the potential harm) may be charged with a felony (MCL 324.20139).

e. Identifies that the violator is responsible for response costs and natural resources damages (MCL 324.20107(c)(2)).

VI.D.1.4. Make an Appropriate and Safe Response When Observing a Violation of the Environmental Statutes.

a. Maximizes officer and/or public safety by:
   (1) approaching the scene with **caution** utilizing standard safety procedures covered in objectives VI.A.2.1., VI.A.2.2., and VI.A.2.3 (First Responder Awareness Training for Hazardous Materials);
      a) attempts to identify the type (**from a position of advantage, i.e., from a distance, up-wind, up-hill, up-stream**) and source of pollution (utilizes the North American Emergency Response Guidebook) by:
         i. noting information marked on containers, manifests, etc.,
         ii. does not assume what is marked on the container is what is inside (persons involved in illegal handling transport often "cocktail" or mix waste materials);
         iii. noting danger signs (e.g., leaking, bulging, emitting vapor, etc.), and
         iv. not disturbing containers;
      b) secures area and remains a safe distance from the scene when unsure of proper action to take;
   (2) properly securing the area by:
      a) keeping bystanders, news media, or other unauthorized personnel away from the scene;
      b) identifying persons exposed to the pollution;
      c) preserving the scene for evidence collection, and
      d) not leaving the scene without being checked for possible contamination;
   (3) evacuating the area if necessary; and
   (4) **contacting the appropriate response team(s)** (generally through dispatch):
      a. Department of Environmental Quality (DEQ)
      b. Department of State Police,
      c. Fire Department,
      d. Hazardous Materials Response Team,
      e. Private Contractors.

VI.D.1.5. Describe the Best Tools in Investigating an Environmental Crime are Standard Investigative Techniques.

a. Uses a multi-agency response to investigate an environmental crime by contacting the appropriate agency(ies).

b. Applies standard law enforcement investigative techniques such as:
   (1) securing the crime scene;
   (2) looking for physical evidence (e.g., mail w/addresses, lot numbers on drums, names on boxes on debris pile, and all types of traditional evidence found at any crime scene);
   (3) interviewing witnesses/suspects;
   (4) interviewing area residents/business owners;
   (5) taking photographs;
   (6) seizing paperwork; and
   (7) satisfying as many elements of the offense as possible.

c. Takes appropriate enforcement action by:
   (1) recognizing that there are three types of enforcement of environmental laws:
      a) administrative action,
      b) civil complaint, and
      c) criminal complaint;
   (2) recognizing that civil administrative enforcement is not always sufficient to ensure compliance because:
      a) the violation may be extremely serious (e.g., extremely toxic chemicals illegally disposed of can cause terminal illness and genetically transmitted disease);
      b) it is more profitable to dispose of hazardous waste illegally and the violation may seriously undermine the regulatory program (these programs rely on companies to submit self-monitoring data and comply with reporting requirements); and
   (3) recognizing the potential for "under charging" the violator for a serious violation (e.g., littering vs. solid waste charges).

Basic Training Module Specifications

Functional Area:	VI.	Special Operations
Subject Area:	E.	Terrorism Awareness
Module Title:	1.	TERRORISM AWARENESS
Hours:	3.	

Notes to Instructor:

MCOLES designed this material to be taught by an instructor with expertise in domestic and international terrorism. Completion of the Department of Justice SLATT training, or a substantially similar course, is recommended.

The material in this module is to be taught at the awareness level for basic recruit training. In-depth terrorism prevention training is available at the in-service level in Michigan.

The response to terrorist incidents is not addressed in this module. Instead, response procedures are covered in the module entitled *Incident Command* (VI.E.3.). However, those teaching terrorism awareness are encouraged to highlight the importance of the incident command protocols.

Instructors are also encouraged to use problem-based learning techniques and paper-based scenarios to deliver the Terrorism Awareness training. To assist instructors, a terrorism awareness facilitator guide is available through MCOLES.

MCOLES recommends the video entitled "Seven Signs of Terrorism."

Module Objectives start on the next page:

VI.E.1.1. Demonstrate an Understanding of the Characteristics of Modern Terrorism.

a. Recognizes that contemporary terrorism is a phenomenon that is easier to describe than to define; that it includes random violence by a group or individual against innocent people, intended to further a political or religious agenda.

b. Describes terrorism by examining:
   (1) State of Michigan definitions (MCL 750.543a), including
      (a) act of terrorism;
      (b) terrorist; and
      (c) terrorist organization (MCL 750.543c);
   (2) Federal definitions, including
      (a) terrorism (18 U.S.C. 2331);
      (b) FBI definition; and
      (c) Department of Justice (DOJ) definition.

c. Identifies the general classifications of terrorist organizations, including:
   (1) extremist political groups, both
      (a) extreme left-wing; and
      (b) extreme right-wing;
   (2) race-based hate groups;
   (3) religious fanatics; and
   (4) special interest groups.

d. Identifies primary terrorist goals, including activities designed to:
   (1) scare, intimidate, or frighten a nation or society;
   (2) disrupt the normal, routine activities of a population;
   (3) coerce, intimidate or humiliate a government;
   (4) challenge a majority opinion; or
   (5) promote their own desire for power and influence.

e. Recognizes that terrorists use a variety of operational tactics to further their cause, including:
   (1) assassinations;
   (2) bombings;
   (3) cyber-strikes;
   (4) hijacking;
   (5) sabotage;
   (6) suicide attacks; or
   (7) chemical-biological-radiological attacks.

VI.E.1.2. Identify Domestic and International Terrorist Groups.

a. Considers that not all terrorist groups aspire to the same goals and that they may not be driven by the same primary motives.

b. Recognizes domestic terrorist groups as:
   (1) right wing anti-government groups, including:
      (a) the "Patriot" movement (tax protesters, militia members, etc.);
      (b) Posse Comitatus;
      (c) common law courts; and
      (d) sovereign citizen groups;
   (2) left-wing groups, including:
      (a) Puerto Rican groups (FALN); and
      (b) anarchist groups;
   (3) religious oriented groups, including:
      (a) Christian Identity;
      (b) Church of Jesus Christ Christian (Aryan Nations); and
      (c) World Church of the Creator;
   (4) special interest groups, including:
      (a) Animal Liberation Front (ALF);
      (b) Earth Liberation Front (ELF);
      (c) Animal Rights Militia (ARM); and
      (d) anti-abortion groups;
   (5) race/hate groups, including:
      (a) white supremacists (e.g., KKK);
      (b) black separatists;
      (c) neo-Nazi groups;
      (d) racist skinheads; and
   (6) local domestic extremists (Michigan groups).

c. Recognizes the most active international terrorist groups, including
   (1) al Qaeda (The Base), characterized as:
      (a) a violent, Muslim revivalist movement;
      (b) wanting to bring global prominence back to Muslims;
      (c) articulated by Osama bin Laden in Afghanistan in the 1990s; and
      (d) targeting the United States and its citizens as the primary enemy;
   (2) Hezbollah (Party of God), characterized as:
      (a) seeking to rid the Middle East of Western influence;
      (b) targeting United States interests abroad;
      (c) being extremely hostile toward Israel;
      (d) being responsible for the bombing of the US Marine headquarters in Beirut; and
      (e) linked to the Iranian government;

VI.E.1.2. Identify Domestic and International Terrorist Groups. (continued)

(3) Hamas (Islamic Resistance Movement), characterized as:
  (a) a Palestinian branch of Muslim Brotherhood;
  (b) a rival to the Palestine Liberation Organization (PLO); and
  (c) conducting recruiting and fundraising activities in the United States; and
(4) Palestinian Islamic Jihad (PIJ), characterized by:
  (a) suicide bombings: and
  (b) fundraising activities in Michigan, Texas, Florida, and Missouri.

Notesto Instructor:

It is important to emphasize to the class that the international groups listed here are all extremist groups and do not represent mainstream Muslim philosophy.

Instructors need not provide in-depth information regarding various terrorist groups. Instead, a general familiarization with the groups should be provided to the class. More detailed training can be acquired at the in-service level.

VI.E.1.3. Recognize Local Terrorist Targets.

a. Describes how terrorist organizations select their targets, including the target's potential for:
   (1) symbolism (e.g., national monuments, government buildings, abortion clinics, financial institutions, etc.);
   (2) attractiveness (e.g., nuclear power plants, dams, bridges, financial institutions, etc);
   (3) success;
   (4) shock value to citizens or governments;
   (5) avoiding capture; or
   (6) generating high media attention.

b. Describes potential infrastructure targets, such as:
   (1) telecommunication systems;
   (2) electrical power plants and grids;
   (3) emergency services;
   (4) agri-businesses;
   (5) water treatment plants;
   (6) transportation systems; and
   (7) gas and oil production and storage.

c. Describes potential "high-body-count" targets, such as:
   (1) sports arenas and other areas that generate large gatherings;
   (2) meeting areas for government officials;
   (3) parades; and
   (4) large office buildings.

d. Identifies potential military targets, such as:
   (1) ships, aircraft, tanks;
   (2) military installations; and
   (3) supply areas for weapons or explosives.

e. Using a table-top exercise, compiles a short list of potential terrorist targets in his or her local jurisdiction.

VI.E.1.4. Initiate Practical Measures for Preventing Terrorist Attacks.

a. Understands that the law enforcement role in the fight against terrorism includes the responsibility to uphold the rule of law, maintain constitutional protections, and to defend life and property.

b. Recognizes the law enforcement role as:
   (1) preventing terrorist incidents;
   (2) cooperating with other agencies and sharing resources;
   (3) gathering information;
   (4) sharing information; and
   (5) responding effectively to terrorist incidents.

c. Considers that various terrorist prevention activities can be conducted at the local level, by:
   (1) recognizing that terrorism prevention is the responsibility of all law enforcement, particularly at the local level;
   (2) recognizing that terrorists plan and organize their activities well in advance of an attack and that such planning may alert law enforcement to a possible incident;
   (3) identifying potential targets in local communities, by considering:
      (a) public infrastructure (bridges, power plants, water supplies, etc.);
      (b) suspicious activity, such as abandoned vans or trucks;
      (c) local schools;
      (d) government buildings;
      (e) sports arenas, stadiums;
      (f) corporations; or
      (g) symbolic targets (e.g., abortion clinics, monuments, etc.);
   (4) target-hardening potential attack sites through:
      (a) vulnerability assessments and threat analyses;
      (b) structural security upgrades and improvements (locks, lighting, security systems, etc.);
      (c) targeted patrol activities;
      (d) effective community education;
      (e) architectural pre-planning upgrades designed to enhance security (access control, natural surveillance, structural barriers, etc.); and
      (f) updates to emergency operations plans.

d. Improves the ability to predict or prevent terrorist attacks by:
   (1) being aware of the Homeland Security Alert levels;
   (2) recognizing significant terrorist dates or anniversaries;
   (3) considering specific or general threats issued by a group; and
   (4) checking state, regional and national intelligence sources.

VI.E.1.5. Demonstrate an Understanding of Terrorist Pre-Incident Indicators

a. Considers pre-attack indicators by recognizing that:
   (1) pre-incident indicators may surface months or even years prior to the execution of a terrorist attack;
   (2) many terrorist cells are funded through traditional criminal activity;
   (3) routine criminal investigations conducted by local law enforcement, including traffic stops, may uncover terrorist planning activities;
   (4) in preparing to attack a potential target, terrorist groups or individual terrorists, in general, may:
      (a) gather information and intelligence regarding specific targets;
      (b) acquire funds and resources;
      (c) make detailed inquiries about potential targets;
      (d) acquire materials, supplies, or chemicals; or
      (e) stockpile weapons.
   (5) in planning a specific attack, terrorists may:
      (a) conduct reconnaissance;
      (b) conduct surveillance of the potential target;
      (c) create maps or take photographs the potential target;
      (d) obtain building blueprints;
      (e) use coded communication;
      (f) conduct dry-runs; or
      (g) test specific security measures.

b. Recognizes that the typical international terrorist group consists of three or four individuals who often develop sophisticated local "cover" to protect them against detection and infiltration and that only one member is fully aware of the levels of command or authority.

c. Identifies terrorist group-behaviors as:
   (1) using or possessing false or altered identifications;
   (2) attempting to blend into the surrounding community;
   (3) conducting business primarily in cash;
   (4) living a secular life;
   (5) being interested in local targets;
   (6) monitoring law enforcement radios and activities; or
   (7) possessing radical or subversive literature or training manuals.

VI.E.1.6. Recognize the Importance of Gathering Information Regarding Potential Terrorist Activities.

a. Recognizes that terrorist indicators may be uncovered during routine criminal investigations or citizen encounters by law enforcement, particularly through skillful observation and interviewing, and knowledge of what are normal patterns and practices in their community or beat.

b. Evaluates the importance of information discovered during traffic stops, by identifying:
   (a) multiple or fraudulent identifications and operator licenses;
   (b) radical literature or training manuals;
   (c) gang decals (bumper stickers, tattoos, signs, symbols, logos, etc.);
   (d) altered passports, indications of frequent international travel;
   (e) sensitive information regarding vulnerable targets (MCL 750.543r); or
   (f) information from LEIN and how it relates to persons already identified.

c. Recognizes that local citizens or local community groups can be important sources of information when law enforcement works in cooperation with:
   (1) utility workers;
   (2) local merchants and community leaders;
   (3) delivery personnel;
   (4) Neighborhood Watch groups;
   (5) UPS/Fed Ex/Postal workers; and
   (6) public/private schools and colleges/universities.

d. Shares and reports relevant information regarding terrorist activities with other official sources, including:
   (1) FBI Law Enforcement Online (LEO);
   (2) NCIC Violent Gang and Terrorist Organization File (VGTOF);
   (3) Joint Regional Information Exchange System (JRIES);
   (4) Michigan State Police Intelligence Unit; and
   (5) Terrorist Screening Center (TSC).

VI.E.1.6. Recognize the Importance of Gathering Information Regarding Potential Terrorist Activities. (continued)

e. Uses terrorist pre-incident indicators to investigate suspicious or unusual conduct related to terrorist activities:
   (1) briefly detains and temporarily questions individuals (*see Terry v. Ohio*, 392 U.S. 1 (1968)) based on:
      (a) reasonable suspicion;
      (b) totality of circumstances; and
      (c) a particularized and objective belief;
   (2) conducts a pat-down for weapons, if justified;
   (3) arrests if there is probable cause that the individual committed an offense;
   (4) initiates appropriate checks through LEIN;
   (5) asks relevant questions; and
   (6) collects and prepares relevant information to share with local and regional sources (MSP Intelligence, e.g.).

VI.E.1.7. Demonstrate a Working Knowledge of the Legal Implications Regarding Terrorist Activities.

Notes to Instructor:

When teaching the legal implications regarding terrorist activities, encourage the students to locate the MCL citations through the Internet or by visiting the library. Facilitate a class discussion on the implications of the first and fourth amendments.

a. Identifies specific offenses contained in Michigan's Anti-Terrorism Act as:
   (1) terrorism (MCL 750.543f);
   (2) hindering prosecution of terrorism (MCL 750.543h);
   (3) providing material support for terrorism (MCL 750.543k);
   (4) making a terrorist threat or false report of terrorism (MCL 750.543m);
   (5) computer terrorism (MCL 750.543p); and
   (6) possessing sensitive information of a vulnerable target (MCL 750.543r).

b. Is aware of federal anti-terrorism legislation, such as:
   (1) terrorist attacks against mass transportation systems (18 U.S.C. 2331);
   (2) harboring terrorists (18 U.S.C. 2339);
   (3) providing support for terrorism (18 U.S.C. 2339A); and
   (4) USA Patriot Act of 2001.

c. Evaluates the implications of the 1st Amendment to the U.S. Constitution when investigating or preventing terrorist threats, including:
   (1) freedom of religion;
   (2) freedom of speech; and
   (3) freedom to peaceably assemble.

d. Evaluates the implications of the 4th Amendment to the U.S. Constitution when investigating or preventing terrorist threats, including:
   (1) unreasonable searches;
   (2) unreasonable seizures, including *Terry* suspicious stops; and
   (3) criminal profiling and how it differs from racial or ethnic profiling.

Module History

Implemented 1/05

Basic Training Module Specifications

Functional Area:	VI.	Special Operations
Subject Area:	E.	Terrorism Awareness
Module Title:	2.	WEAPONS OF MASS DESTRUCTION
Hours:	2	

Note to Instructor:

MCOLES designed this material to be taught by an instructor with expertise in weapons of mass destruction (WMD). Completion of a WMD course, or similar course, is recommended.

The material in this module is to be taught at the awareness level for basic recruit training. More extensive WMD training in Michigan is available at the in-service level.

Instructors are encouraged to use problem-based learning techniques and paper-based scenarios to deliver the Weapons of Mass Destruction training.

Ideally, the material in this module should be taught in conjunction with the *Emergency Preparedness* module (VI.A.1). The law enforcement response to bombs and incendiary devices, particularly within the context of terrorism incidents, is contain in the module entitled *Explosive Devices* (VI.A.2.).

Module Objectives start on the next page:

VI.E.2.1. Define Weapons of Mass Destruction (WMD).

a. Defines a weapon of mass destruction (WMD) as any weapon or device that is intended to cause death or serious bodily injury to a significant number of people through toxic chemicals, disease organisms, or radioactivity (see US Code, Title 5).

b. Recognizes that most definitions of WMD include a wide variety of weapon systems that are:
(1) nuclear;
(2) radiological;
(3) biological; or
(4) chemical.

c. Observes that attacks with weapons of mass destruction, although unlikely to occur, have the capability to inflict mass casualties and destruction and that their use is intended to create large-scale fear in a population.

d. Recognizes that weapons of mass destruction include a variety of delivery systems, such as (18 U.S.C 921):
(1) a large explosive, incendiary device or poison gas;
(2) a weapon that may be converted to expel a projectile; and
(3) any combination of parts from which a destructive device can be assembled.

e. Recognizes that chemical, biological, radiological materials, and explosive shrapnel can enter the body through four methods, called "routes of exposure":
(1) inhalation (breathing);
(2) ingestion (mouth);
(3) absorption (skin contact); or
(4) injection (projectiles).

VI.E.2.2. Identify the Five Types of WMD Materials.

a. Uses the acronym C-BRNE to categorize the five types of weapons of mass destruction, as:
(1) chemical;
(2) biological;
(3) radiological;
(4) nuclear; and
(5) explosive.

b. Defines chemical agents as synthetic substances, that when used as weapons, are intended to produce incapacitation, serious injury, and/or death, and include the following types of agents:
(1) nerve;
(2) blister;
(3) blood;
(4) choking; and
(5) irritants.

c. Defines biological agents as terrorist weapons that disperse either disease causing organisms or toxins produced by living organisms, such as:
(1) bacteria (e.g., anthrax, plague);
(2) viruses (e.g., smallpox); and
(3) toxins (e.g., ricin, botulism).

d. Explains that nuclear devices involve the detonation of a nuclear bomb, or the dispersion of radiological material using a conventional explosive, where the energy released is normally through the breakdown of the nucleus of an atom (radiation or radioactive decay).

e. Describes an explosive device as the most commonly used WMD encountered by law enforcement, which is characterized by a rapid, violent release of energy from a confined location and which is designed to have maximum destructive potential (see also VI.A.2).

VI.E.2.3. Demonstrate an Understanding of the Characteristics of Chemical Agents as Weapons of Mass Destruction.

a. Recognizes that the delivery of chemical agents during an attack requires a device for airborne dispersion and that such agents typically settle into low places in the surrounding terrain (sewers, e.g.).

b. Explains that chemical agents take the form of a solid, liquid, or gas and that their dispersion is affected by:
(1) temperature;
(2) humidity;
(3) precipitation;
(4) wind speed; and
(5) the nature of terrain and buildings.

c. Considers that some chemical agents can be identified by military classification codes that provide the patrol officer with a quick reference to their characteristics and hazards.

d. Explains that chemical agents are considerably less toxic than most biological agents and therefore must be used in relatively large quantities, which increases the chances of detection and that theft or sabotage of these materials during shipment must be considered.

e. Recognizes that terrorists must protect themselves from death or injury from exposure to chemical agents during their manufacture, shipment, or emplacement at the target location.

VI.E.2.4. Demonstrate an Understanding of the Characteristics of Biological Agents.

a. Identifies the major characteristics of biological agents as:
(1) requiring a dispersion device for airborne delivery;
(2) being more toxic than industrial chemicals;
(3) being colorless and odorless;
(4) being highly lethal;
(5) posing an inhalation hazard;
(6) having a delayed effect, ranging from several hours to several weeks; and
(7) being invisible to the senses.

b. Explains that small quantities of biological agents are cheap and relatively easy to manufacture from materials found from nature, hospital labs, and university research facilities, but that the development of effective delivery systems (weapons) is typically very difficult.

c. Recognizes that biological agents can be spread throughout large areas by air currents and that ventilation systems in buildings or transportation systems may become part of the dissemination system (e.g., sarin incident in Japan).

d. Considers that the mass casualty potential of biological agents and the public fear they create increases their potential impact as terrorist weapons.

VI.E.2.5. Demonstrate an Understanding of the Characteristics of Nuclear/Radiological Materials as Weapons of Mass Destruction.

a. Recognizes that the psychological impact of nuclear or radiological attacks is likely to be substantial and that such attacks may cause extensive damage to the infrastructure and produce thousands of casualties.

b. Considers that radiological materials may be found in many places, such as:
(1) research and educational labs;
(2) nuclear power plants;
(3) medical buildings;
(4) overland truck transports;
(5) industry; and
(6) government facilities.

c. Explains that most nuclear devices are large, extremely dangerous and very costly to produce and that terrorist groups may seek secret state sponsorship, hijacking, or black market acquisition to obtain such devices.

d. Identifies the three potential forms of radiological terrorism as
(1) spreading radioactive materials using mechanical devices (e.g., fans);
(2) detonating conventional explosives containing large amounts of radiological material; and
(3) packing radiological material around a conventional explosive device.

e. Responds to attacks, hijackings, or accidents of DOE truck transports of radiological materials by:
(1) approaching the scene safely;
(2) recognizing DOE placards;
(3) contacting escort personnel; and
(4) establishing a safe perimeter.

Notes to Instructor:

MCOLES recommends that the material contained in VI.E.2.6. be taught in conjunction with the training objectives in VI.A.2., if practicable. Information regarding suicide bombers is presented here, but more detailed information regarding explosive devices is addressed in the Explosive Devices modules.

VI.E.2.6. Demonstrate and Understanding of Explosive Devices Within the Context of Terrorism Awareness.

a. Reviews the training objectives in the module entitled *Explosive Devices* (VI.A.2), including the characteristics of explosive materials, responding to bomb threats and incidents, and understanding the nature of bombing incidents.

b. Identifies various types of explosive devices, such as:
(1) conventional devices;
(2) military ordnance;
(3) commercial devices; and
(4) improvised explosive devices (IED).

c. Considers that, although there is no valid profile of a suicide bomber, some of the more common behavior include:
(1) being alone and/or nervous (one-way airline ticket, e.g.);
(2) adjusting tactics to avoid notice by law enforcement;
(3) being unconcerned about capture (paying cash for tickets, e.g,);
(4) ignoring security measures at the target location;
(5) wearing loose, bulky clothing or wearing a disguise;
(6) having tightened hands or rigid mid-section (may be carrying devices); and
(7) possessing a false identity document or newly issued passport.

d. Recognizes that suicide bombers typically prepare for attacks through:
(1) secrecy;
(2) reconnaissance; and
(3) rehearsals.

e. Identifies typical targets of suicide bombers as:
(1) crowded restaurants or theaters;
(2) municipal transportation systems;
(3) government buildings;
(4) malls and shopping areas; and
(5) financial buildings.

VI.E.2.6. Demonstrate and Understanding of Explosive Devices Within the Context of Terrorism Awareness. (continued)

f. Responds to a suicide bomber by:
(1) maintaining a safe distance and separation;
(2) confirming that the suspect is a suicide bomber;
(3) not engaging in negotiation;
(4) isolating the bomber from the public, if possible;
(5) considering the evacuation of the target area; and
(6) understanding that suicide bomber situations may involve the use of deadly force by law enforcement, if necessary.

VI.E.2.7. Respond to a Known or Unknown WMD Attack.

a. As the first responder, considers the Incident Command System, as trained (see training module VI.E.3.).

b. Assesses the situation at the scene by considering:
(1) weather conditions, particularly wind direction;
(2) number of apparent victims;
(3) rapid evacuation procedures;
(4) types of injuries and symptoms;
(5) substance or agent identification;
(6) isolating the scene; and
(7) the use of self-protection equipment.

c. Handles the scene the same as any other crime scene where, to the greatest extent possible, the following factors must be considered:
(1) locating and collecting all relevant evidence;
(2) preserving evidence;
(3) interviewing witnesses;
(4) protecting the scene; and
(5) preparing reports.

d. Alerts the response network, by notifying:
(1) 911-dispatch to call-in assistance (e.g., fire services, EMS, etc.);
(2) FBI Detroit Field Office (313-965-2323);
(3) local/county/state Office of Emergency Management; and
(4) local/county/state Health Department.

Module History

Implemented 1/05

Basic Training Module Specifications

Functional Area:	VI.	Special Operations
Subject Area:	E.	Terrorism Awareness
Module Title:	3.	INCIDENT COMMAND SYSTEM
Hours:	3	

Notes to Instructor:

MCOLES designed this material to be taught by an instructor with expertise in the Incident Command System. Completion of an incident management course, or similar course, is recommended.

Homeland Security Presidential Directive # 5 directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). NIMS provides a consistent nationwide template to enable all government, private-sector, and nongovernmental organizations to work together during domestic incidents. Information about NIMS can be found at http://training.fema.gov/EMIWeb/IS/is700.asp . Instructors should research NIMS and be familiar with its online training programs.

MCOLES intends for this material to be taught at the awareness level for basic recruit training.

The primary purpose of the facilitated discussion (VI.E.3.6.) is to give the students practice in handling real life incidents by solving associated problems. In a facilitated session, question the students about what is, and what should be known, about a situation. Then, identify an appropriate response to the incident and evaluate the outcomes with an emphasis on long-term solutions.

Module Objectives start on the next page:

VI.E.3.1. Demonstrate an Understanding of the Purpose and Structure of the Incident Command (ICS) System.

a. Describes the Incident Command System (ICS) as part of a much broader method of emergency management where operational tactics are used by a law enforcement agency to coordinate an effective response to a serious event.

b. Observes that the Incident Command System is the centerpiece of the National Incident Management System (NIMS), which is a nationwide approach to the prevention, response, and recovery from domestic incidents.

c. Defines the Incident Command System (ICS) as:
(1) a coordinated response to a serious incident using a command structure;
(2) a formal model used by management to handle emergency situations;
(3) a system that provides a means to coordinate the efforts of individual agencies to stabilize an incident; and
(4) a means for a first responder to manage a serious incident.

d. Recognizes that ICS has been proven effective for responding to serious emergency incidents, such as:
(1) hazardous materials spills (see module VI.A.1);
(2) fires, particularly arsons;
(3) hostage situations;
(4) bombings (see module VI.A.2.);
(5) terrorist attacks;
(6) natural disasters;
(7) multi-casualty incidents; and
(8) traffic crashes.

e. Identifies the common characteristics of the Incident Command System as:
(1) having common names and terminology (e.g., no 10-codes);
(2) identifying the specific needs of an incident;
(3) using a unified command structure (i.e., all agencies contributing to the management process);
(4) developing a common plan;
(5) using a modular organization (i.e., can expand or contract to meet the seriousness of a particular incident); and
(6) designating facilities (e.g., staging areas, command posts, etc.).

VI.E.3.1. Demonstrate an Understanding of the Purpose and Structure of the Incident Command (ICS) System (continued).

f. Considers that specific response tactics to incidents may vary from agency to agency, although an agency may use part, or all, of the components of a structured Incident Command System.

Notes to Instructor:

Federal law requires the use of the Incident Command System for all hazmat incidents. See the *Superfund Amendments and Reauthorization Act* of 1986 (SARA).

VI.E.3.2. Demonstrate an Understanding of the Terminology Associated with the Incident Command System.

a. Identifies the importance of understanding the common terminology in incident management, particularly when a variety of agencies, or agencies other than those first on the scene, are involved in the response.

b. Recognizes that when a variety of responding agencies gets involved in an incident, all with slightly different understandings of terms, confusion and inefficiency may result.

c. Defines relevant ICS terminology:
   (1) unity of command, a concept:
      (a) by which each person within an organization reports to only one designated person; and
      (b) where that designated person may not be the responder's day-to-day supervisor;
   (2) unified command, a concept that:
      (a) identifies a common set of incident objectives and strategies;
      (b) plans jointly for operational activities;
      (c) shares responsibility for overall incident management; and
      (d) maximizes the use of all assigned resources;
   (3) consolidated IAP (incident action plan), a formal plan that includes:
      (a) incident response goals;
      (b) operational objectives; and
      (c) support activities;
   (4) incident command post, a location:
      (a) from which the Incident Commander, command staff, and general staff oversee an incident;
      (b) that is isolated from noise and confusion; and
      (c) that provides sufficient working area;
   (5) staging area, a location:
      (a) where resources are kept while waiting an incident assignment; and
      (b) that provides immediately available resources to meet the changing conditions of the incident;
   (6) emergency operations center (EOC), a location:
      (a) where department heads and government officials gather to coordinate their response to an emergency event; and
      (b) that maintains an interface with on-scene activities.

VI.E.3.3. Demonstrate a Working Knowledge of the Major Functions of the Incident Command System.

a. Observes that to coordinate the use of all available resources at the scene of an incident, agencies must have a formal structure that creates consistency, efficiency, and direction.

b. Describes the five major functions of the ICS organization as:
   (1) command, as directed by the Incident Commander, who:
      (a) is usually the senior first-responder on the scene;
      (b) delegates authority, as required;
      (c) decides to expand or contract the ICS based on life-safety, incident stability, and property protection; and
      (d) transfers authority to the senior officer, or other supervision, as requested;
   (2) planning, which includes the:
      (a) collection of important and relevant information;
      (b) timely dissemination of information to those who need to know;
      (c) monitoring of all necessary and available resources; and
      (d) demobilization;
   (3) operations, which is responsible for:
      (a) developing specific response goals and objectives;
      (b) requesting resources through the Incident Commander;
      (c) directing all response activities;
      (d) keeping the Incident Commander informed and updated; and
      (e) implementing the emergency action guidelines (EAG);
   (4) logistics, which is responsible for:
      (a) providing facilities, services, and material, as needed;
      (b) providing personnel to operate equipment; and
      (c) planning for long term operations, if necessary;
   (5) finance/administration, which
      (a) tracks incident costs;
      (b) records, documents, and tracks financial operations; and
      (c) tracks reimbursement costs.

c. Recognizes that, when responding to small-scale incidents, all of the major ICS functions may be managed by the initial responding officer, who functions as the Incident Commander, but that large-scale incidents may require the activation of all five functions.

d. Recognizes that large scale-incidents, or expanding small-scale incidents, may potentially require the activation of Michigan's statewide emergency management plan and the EOC (VI.E.3.5.).

VI.E.3.4. Describe the Role of Law Enforcement as Part of the Incident Command Structure.

a. Recognizes that local law enforcement officers are normally responsible for the initial response to an emergency incident and will be required to:
(1) assess incident priorities;
(2) perform emergency rescue;
(3) stabilize the incident;
(4) protect property; and
(5) perform initial investigative functions.

b. Determines that as the Incident Commander, or first responder to the incident, the responding officer is responsible for the overall management of the scene, until properly relieved by a senior officer or other supervisory personnel.

c. Observes that in handling typical or "routine" emergency calls, such as a personal injury motor vehicle crash, the responding officer activates an incident command process by requesting EMS, tow trucks, and fire personnel.

d. Manages incident priorities at the scene, by:
(1) responding safely and quickly to the emergency;
(2) immediately assessing incident priorities;
(3) managing injuries or tending to injured individuals;
(4) stabilizing and containing the incident;
(5) assessing damage and protecting property;
(6) coordinating the approach of responding units;
(7) establishing facilities (e.g., command post, staging area, etc.); and
(8) assuming control until properly relieved.

e. Explains that the Incident Command System is a layered structure in which the first responding officer must determine when, and if, to expand or contract the level of response depending upon the nature of the incident.

f. Identifies agencies that may provide assistance in an emergency situation, such as:
(1) law enforcement (local agencies, county sheriffs offices, state police);
(2) federal agencies (e.g., emergency preparedness office, FBI, ATF, etc.);
(3) emergency medical services (EMS);
(4) fire services;
(5) multi-agency coordinating centers;
(6) department of community health;

VI.E.3.4. Describe the Role of Law Enforcement as Part of the Incident Command Structure (continued).

(7) public works departments;
(8) communications centers; and
(9) specialized response teams (e.g., hazmat response teams, SWAT, etc.).

g. Recognizes that law enforcement officers must be ready to respond to the scene of an emergency incident if requested by the Incident Commander and that deployed responders must:

(1) prepare properly for deployment to an incident;
(2) follow the directions of the supervising officer (may be other than the officer's day-to-day supervisor);
(3) know when and where to report; and
(4) understand their assigned role in managing in the incident.

VI.E.3.5. Demonstrate an Understanding of the Key Provisions of Michigan's Emergency Management Act.

a. Defines Michigan's Emergency Management Plan as a formal response plan for major disasters and emergencies in Michigan, declared officially as such, often first coordinated by law enforcement (MCL 30.402).

b. Recognizes that the Emergency Management Plan consists of a top-down structure, in which:
   (1) the governor issues proclamations and directives for disasters and can declare states of emergency, when necessary (MCL 30.407);
   (2) the state director of emergency management coordinates federal, state, and local operations and complies with the Emergency Management Plan (MCL 30.407);
   (3) the state Emergency Management Division establishes rules and requirements for local and interjurisdictional emergency management programs;
   (4) each county identifies an emergency management coordinator, who shall coordinate all matters pertaining to emergency management preparedness and response (MCL 30.410); and
   (5) each county coordinator has the responsibility to (MCL 30.410):
      (a) develop and prepare a plan for preparedness;
      (b) declare local states of emergency, when necessary;
      (c) distribute equipment for disasters;
      (d) direct local multi-agency response; and
      (e) provide assistance, as necessary.

c. Recognizes that the governor may heighten a state of alert for a threat of terrorism or acts of terrorism and may use the resources available under Michigan's Emergency Management Act (MCL 30.421).

VI.E.3.6. Participate in a Classroom Facilitated Discussion of a Simulated Emergency Situation.

a. Using a table-top scenario, actively participates in a facilitated discussion of a reality-based emergency situation, by:
(1) identifying the problem;
(2) formulating a proper response;
(3) identifying agencies that can assist;
(4) determining whether to expand or contract ICS; and
(5) evaluating the effectiveness of the response.

Module History

Implemented	1/05
Revised	4/06