

RESERVE ACADEMIC TRAINING PROGRAM

Effective January 1, 2019

MINIMUM REQUIRED HOURS

Academic	104
Arrest Control	62
Firearms	72
TOTAL	238

Driving (optional)	44
TOTAL with Driving	282

I. INTRODUCTION TO CRIMINAL JUSTICE SYSTEM

REQUIRED HOURS: 11

A. Authority of the Colorado Reserve Officer

Required Minimum Hours: 1

General Learning Goal: The student will demonstrate an understanding of the statutory authority to function as a Colorado reserve peace officer.

Learning Objectives:

1. The student will demonstrate an understanding of the provisions of § 16-2.5-110 (1) C.R.S., which designates authority and training for duties, as well as its limits, while functioning as a Colorado reserve peace officer.
2. The student will demonstrate an understanding of the statutory provisions of "direct supervision" and "express direction" as pertaining to 16-2.5-110(6)(a)(b) C.R.S.
3. The student will demonstrate an understanding of the provisions of the "Colorado Governmental Immunity Act", 24-10 C.R.S., dealing with being authorized as a volunteer.

Recommended Source Material:

Colorado Revised Statutes, 16-2.5-110 et seq.

B. Judicial Process

Required Minimum Hours: 2

General Learning Goal: The student will describe and explain the organization and operation of the judicial process and the role of law enforcement in this process.

Specific Performance Outcomes:

1. The student will explain the primary responsibilities of the following:
 - a. Federal supreme, appellate, and district courts
 - b. State supreme, appeals, and district courts
 - c. County and municipal courts
 - d. Attorneys-prosecuting and defense, public defenders

2. The student will explain and define the following terms as they relate to the judicial process in criminal cases:
 - a. Arrest
 - b. Bail
 - c. Arraignment
 - d. Preliminary hearing
 - e. Indictment
 - f. Plea bargaining
 - g. Trial
 - h. Disposition

3. The student will explain the role of discretion at the law enforcement officer's level and the impact discretion has on the individual person as well as on the caseload for the overall criminal justice system.

Required Source Material:

Colorado Peace Officer's Legal Source Book, Section 12 (Colorado District Attorney's Council/Colorado Attorney General)
Colorado Revised Statutes Title 16, Articles 2,3,4, and 5
Criminal Justice, Fagin (Prentice Hall)

Recommended Source Material:

Colorado Courts at a Glance, www.cobar.org
Criminal Justice: Introductory Cases & Materials, Skolnick, Feeley, McCoy (Foundation Publishing)

Introduction to Criminal Justice, Siegel and Worrall (Cengage Learning)

C. Law Enforcement Ethics and Anti-Bias Policing

Required Minimum Hours: 4

General Learning Goal: The student will demonstrate an understanding of the traits that officers should exemplify and explain the benefits of professional and ethical behavior to the officer, department and community.

Learning Objectives:

1. The student will demonstrate an understanding of ethics and anti-bias expectations of a peace officer as they relate to the following groups:
 - a. Community
 - b. Victim, witness, suspect
 - c. Department
 - d. Governmental agencies
 - e. Fellow officers and coworkers
2. The student will demonstrate an understanding of the importance of ethical conduct.
3. The student will demonstrate an understanding of the Law Enforcement Code of Ethics and how it pertains to professional and personal life.
4. The student will demonstrate an understanding of culture and cultural diversity.
5. The student will demonstrate an understanding of personal, professional and organizational benefits of valuing diversity within the community and law enforcement.
6. The student will be able to define:
 - a. Stereotype
 - b. Prejudice
 - c. Discrimination
7. The student will demonstrate an understanding of the reporting requirements pertaining to excessive force as captured in 18-8-801 through 804, C.R.S.

Recommended Source Material:

Arresting Police Video

Case Studies – Facilitation Format

- a. *Being in the Wrong Neighborhood*
- b. *Driving the Wrong Car*
- c. *Suspicious Car*

Character and Cops: Ethics in Policing, Delattre (American Enterprise Inc. Press)

Diversity Iceberg, Included in the “POST Anti-Bias Train the Trainer” materials

Police Ethics, The Corruption of a Noble Cause, Crank and Caldero (Lexis Publishing)

State of Colorado Demographics – U.S. Census

<http://www.census.gov/quickfacts/table/PST045215/08>

D. Criminal Process

Required Minimum Hours: 4

General Learning Goal: The student will demonstrate an understanding of the constitutional rights of all individuals within the United States, regardless of citizenship, and the role of the criminal justice system protecting those rights.

Learning Objectives:

1. The student will demonstrate an understanding of the freedoms and rights afforded to individuals under the U.S. Constitution, the Bill of Rights, and later Amendments.
2. The student will demonstrate an understanding of how the following amendments to the U.S. Constitution apply to the actions and conduct of peace officers:
 - a. First Amendment
 - b. Fourth Amendment
 - c. Fifth Amendment
 - d. Sixth Amendment
 - e. Eighth Amendment
 - f. Fourteenth Amendment
3. The student will demonstrate an understanding of the three components of the criminal justice system:
 - a. Law Enforcement
 - b. Courts (prosecution)
 - c. Corrections

4. The student will demonstrate an understanding of the major goals of the criminal justice system:
 - a. Guarantee due process and equal justice
 - b. Reduce crime, fear of crime, and public disorder
 - c. Protection of life and property
 - d. Enforcement of laws
 - e. Improve the quality of life
5. The student will demonstrate an understanding of the interrelationships of the components of the criminal justice system with the legislative, judicial, and executive processes.
6. The student will demonstrate an understanding of the impact of changing needs within the community in relationship to the criminal justice system.

Recommended Source Material:

Criminal Justice: Introductory Cases & Materials, Skolnick, Feeley, McCoy (Foundation Publishing)

Criminal Justice, Fagin (Pearson Education, Inc.)

Introduction to Criminal Justice, Siegel and Worrall (Cengage Learning)

United States Constitution - Bill of Rights

II. BASIC LAW

REQUIRED HOURS: 34

A. Rules of Evidence

Required Minimum Hours: 2

General Learning Goal: The student will demonstrate an understanding of peace officer conduct pertaining to rules of evidence.

Learning Objectives:

1. The student will demonstrate an understanding of rules, elements and provisions of 16-3-101 through 405, C.R.S.
2. The student will demonstrate an understanding of the laws and court decisions as they pertain to evidence:
 - a. Types of evidence
 - b. Admissibility

Recommended Source Material:

Colorado Peace Officer's Handbook (Lexis Nexis Publishing)
Colorado Peace Officer's Legal Source Book [Colorado District Attorney's Council (CDAC)/Colorado Attorney General]
<http://www.cdacweb.com/CDAC/Publications.aspx>

B. Colorado Criminal Code

Required Minimum Hours: 16

General Learning Goal: The student will demonstrate an understanding of the Colorado Criminal Code.

Learning Objective:

The student will demonstrate an understanding of the elements of crimes, and distinguish between crime classifications in Title 18, C.R.S.

Recommended Source Material:

Colorado Revised Statutes, Title 18

C. Colorado Children's Code

Required Minimum Hours: 2

General Learning Goal: The student will demonstrate an understanding of the Children's Code, cite and explain the major provisions relative to the tasks of peace officers and learn procedures from arrest through investigations, charging, conviction, and sentencing.

Learning Objectives:

1. The student will demonstrate an understanding of how a juvenile is taken into custody and what steps are taken after he is taken into custody.
2. The student will demonstrate an understanding of the obligations of peace officers and the rights of juveniles during the investigation phase and the criminal proceedings.
3. The student will demonstrate an understanding of the neglect and dependence section of the Code relating to:
 - a. Abuse and neglect

- b. Mandatory reporting requirements
- c. Evidence of abuse
- d. Protective custody

Recommended Source Material:

Colorado Revised Statutes, Title 19

D. Legal Liability

Required Minimum Hours: 4

General Learning Goal: The student will demonstrate an understanding of governmental and personal exposure to liability and the many "causes of action" which may result in civil suits.

Learning Objectives:

1. The student will demonstrate an understanding of the provisions of law as they pertain to peace officers as delineated in Title 18, Article 8 of the Colorado Revised Statutes.
2. The student will distinguish between torts and crimes.
3. The student will demonstrate an understanding of the three basic categories of tort:
 - a. Negligent torts
 - b. Intentional torts
 - c. Constitutional torts
4. The student will demonstrate an understanding of the two major causes of action in sexual harassment cases:
 - a. Quid pro quo harassment
 - b. Hostile work environment harassment
5. The student will demonstrate an understanding of the civil procedure in suits involving governmental entities and individual officers.

Recommended Source Material:

Civil Rights and Criminal Justice: Primer on Sexual Harassment, Research in Action, Rubin (National Institute of Justice)
Colorado Peace Officer's Legal Source Book, Section 16 (Colorado District Attorney's Council/Colorado Attorney General)

E. Court Testimony

Required Minimum Hours: 2

General Learning Goal: The student will demonstrate an understanding of how to communicate facts to a judge or jury through court testimony.

Learning Objective:

The student will demonstrate an understanding of proper preparation and presentation for courtroom testimony.

Recommended Source Material:

Colorado Peace Officer's Legal Source Book [Colorado District Attorney's Council (CDAC)/Colorado Attorney General]

<http://www.cdacweb.com/CDAC/Publications.aspx>

F. Arrest Search and Seizure

Required Minimum Hours: 6

General Learning Goal: The student will demonstrate an understanding of peace officer conduct pertaining to arrest, search and seizure.

Learning Objectives:

1. The student will demonstrate an understanding of the rules, elements and provisions of Colorado Revised Statutes, Title 16, Articles 1, 2, and 3.
2. The student will demonstrate an understanding of the laws and court decisions as they pertain to the basic principles of search and seizure law:
 - a. Fourth Amendment protections
 - b. Reasonable expectation of privacy
 - c. Reasonable suspicion vs. probable cause
3. The student will demonstrate an understanding of the laws and court decisions for warrant searches and seizures:
 - a. Fourth Amendment requirements
 - b. Probable cause
 - c. Affidavits in support of warrant searches
 - d. Execution of a search warrant

4. The student will demonstrate an understanding of the laws and court decisions for warrantless searches and seizures:
 - a. Plain view searches
 - b. Warrantless searches in general
 - c. Pat-down frisk searches
 - d. Consent searches
 - e. Exigent circumstance searches
 - f. Searches incident to arrest
 - g. Probation/parole searches

5. The student will demonstrate an understanding of the laws and court decisions for searches and seizures involving motor vehicles:
 - a. Probable cause searches of vehicles
 - b. Plain view searches of vehicles
 - c. Consent searches of vehicles
 - d. Searches of vehicles incident to custodial arrests
 - e. Searches of vehicles as instrumentalities
 - f. Vehicle inventory searches

6. The student will demonstrate an understanding of the laws and court decisions for searches and seizures involving bodily intrusions:
 - a. Warrant requirement for bodily intrusion searches and seizures
 - b. Warrantless bodily intrusion searches and seizures
 - c. Use of force during bodily intrusion searches and seizures

7. The student will demonstrate an understanding of the laws and court decisions regarding identification procedures:
 - a. Field show-ups
 - b. Photographic arrays
 - c. Custodial lineups

Recommended Source Material:

Colorado Peace Officers Handbook (Lexis Nexis Publishing)

<https://store.lexisnexis.com/categories/product/colorado-peace-officers-handbook-skuusSku-us-bundle-22090-epub>

Colorado Peace Officer's Legal Source Book [Colorado District Attorney's Council (CDAC)/Colorado Attorney General]

<http://www.cdacweb.com/CDAC/Publications.aspx>

Officer's Arrest Handbook, Stephen (Lexis Publishing)

Officer's Search and Seizure Handbook, Stephen (Lexis Publishing)

G. Controlled Substances

Required Minimum Hours: 2

General Learning Goal: The student will identify and explain violations of the Uniform Controlled Substance Act of 1992, and Amendments 20 and 64 of the Colorado Constitution (Article XVIII, Section 14- Medical use of marijuana for persons suffering from debilitating medical conditions, and Section 16 - Personal use and regulation of marijuana)

Learning Objectives:

1. The student will explain the definitions of controlled substances as described in 18-18-102 C.R.S..
2. The student will understand and explain the schedules of controlled substances as defined in 18-18-2 C.R.S., specifically:
 - a. Schedule I (18-18-203 C.R.S.)
 - b. Schedule II (18-18- 204 C.R.S.)
 - c. Schedule III (18-18- 205 C.R.S.)
 - d. Schedule IV–Repeal (18-18- 206 C.R.S.)
 - e. Schedule V (18-18- 207 C.R.S.)
3. The student will be familiar with the specific controlled substance offenses as defined in 18-18-4 C.R.S., specifically:
 - a. 18-18-404 through 18-18-430.5 C.R.S.

Required Source Material:

Colorado Revised Statutes 18-18-101 through 18-18-432

Recommended Source Material:

Colorado Peace Officer's Handbook (Lexis Nexis Publishing)

III. HUMAN RIGHTS & VICTIM'S RIGHTS

REQUIRED HOURS 10

A. Domestic Violence

Required Minimum Hours: 2

General Learning Goal: The student will be able to recognize and have a basic understanding of an investigation of domestic violence.

Learning Objectives:

The student will demonstrate an understanding of:

1. Domestic Violence Definitions and Statutes
 - a. Definitions (18-6-800.3 C.R.S.)
 - b. Domestic Violence – evidence of similar transactions [18-6-801.5 (1) C.R.S.]
 - c. Intimate relationship
 - 1) People v. Disher (No. 07SC1088, 224 P 3d 254)

2. Domestic Violence Dynamics
 - a. Victim and offender characteristics
 - b. Power and control
 - c. Understanding trauma
 - d. Relationship history
 - e. Risk and lethality factors
 - (1) Sexual violence
 - (2) Strangulation
 - (3) Isolation
 - (4) Separation
 - (5) Threats of suicide
 - (6) Weapons
 - (7) Escalation
 - (8) VPO

3. Duties of peace officers (18-6-803.6 C.R.S.)
 - a. Developing probable cause
 - b. Evidence collection, documentation and follow-up
 - (1) Medical release forms
 - c. Predominate aggressor: four prong analysis
 - (1) Any prior complaints of domestic violence
 - (2) The relative severity of the injuries inflicted on each person
 - (3) The likelihood of future injury to each person
 - (4) The possibility that one of the persons acted in self-defense
 - (a) Consider offensive vs. defensive injuries
 - d. Dual arrest
 - (1) Shelters and community resources
 - e. Involvement of children

- (1) Persons required to report child abuse or neglect (19-3-304 C.R.S.)
 - (2) Child abuse (18-6-401 C.R.S.)
- 4. Protection orders
 - a. Criminal
 - b. Protection order against defendant (18-1-1001 C.R.S.) or by local ordinance
 - c. Civil [Procedure for permanent civil protection orders (13-14-106)]
 - d. Emergency Protection Order (13-14-103 C.R.S.)
 - e. Full faith and credit [Foreign protection orders (13-14-110 C.R.S.)]
 - f. Mandatory arrest probable cause {Crime of violation of a protection order [18-6-803.5 3 (b) C.R.S.]}
 - g. Notice to defendant/restrained party
 - (1) Permission language on the protection order
 - h. Firearms prohibition
 - (1) Criminal (18-1-1001 C.R.S.)
 - (2) Civil [13-4-102 (22) C.R.S.]
 - (3) Domestic violence – sentencing [18-6-801 (8) C.R.S.]
- 5. Working effectively with advocates
 - a. Law enforcement advocates
 - b. Community based advocates
 - c. Privilege (Who may not testify without consent [13-90-107 (1)(k) C.R.S.]
 - d. Information, referrals and support
 - e. Department policy
- 6. Interviews
 - a. Separate parties
 - b. Interviews of the victim, children, suspect and witnesses
 - c. Evidence based investigation
 - (1) Look for corroborating evidence
 - (2) Identify other witnesses
 - d. Prior incidents
 - (1) Evidence of similar transactions (18-6-801.5 C.R.S.)
 - e. Benefits of recording
 - (1) Department policy
 - f. Cultural considerations during the interview

7. Special considerations
 - a. Cultural/Religious
 - b. Sexual orientation/identification
 - c. Drugs and Alcohol
 - d. Mental Health
 - e. Person with disabilities and special needs
 - f. Children
 - g. Animal abuse
 - h. Elder Abuse

8. Strangulation
 - a. Evidence collection, documentation and follow-up
 - b. Visible and/or non-visible injuries
 - c. Charging considerations
 - d. Victim interview
 - (1) Questions specific to strangulation

9. Stalking (18-3- 602 C.R.S.)
 - a. Definitions
 - (1) Credible threat
 - (2) Repeated
 - b. Serious emotional distress
 - (1) Fear, stress and/or changes made by the victim as a result of the offender's conduct
 - c. Investigation
 - (1) Technology
 - (2) Stalking log

Required Source Material:

Colorado Revised Statutes 18-6-800.3 through CRS 18-6-803.7

Recommended Source Material:

Colorado Coalition Against Domestic Violence publication

“Domestic Violence – A coordinated Response Through Community Policing” (CRCPI)

Colorado Peace Officers Handbook (Lexis Nexis Publishing)

B. Bias Motivated Hate Crimes

Required Minimum Hours: 2

General Learning Goal: The student will identify and discuss incidents of ethnic intimidation, hate crimes and responsibilities of peace officers relative to these crimes.

Learning Outcomes:

1. The student will identify and explain the elements of the crime and classifications of Bias-Motivated, C.R.S. 18-9-121 C.R.S.
2. The student will explain the importance of prompt and broad police response to “hate crimes”, to include but not limited to accurate and thorough evidence gathering, report writing, intervention and follow up.
3. The student will explain the dynamics of prejudice which should include the:
 - a. Impact of hate crimes upon their victims
 - b. Meaning and causes of prejudice
 - c. Relationship between stereotyping and prejudice
4. The student will discuss the legal provisions and terms pertaining to bias crimes, ethnic intimidation, and civil damages.
5. The student will learn the roles of the officer responding to a hate crime incident.
6. The student will determine whether there is sufficient cause to believe that a hate/bias crime has been committed.
7. The student will describe the impact of hate crimes on victims, the victim’s families, and the community.

Required Source Material:

Colorado Revised Statute, § 18-9-121

FBI/U.S. Department of Justice Civil Rights Program,

<https://www.justice.gov/>

Title 42, USC, Sections 1981, 1982, The Public Health and Welfare Chapter 21 – Civil Rights, Section 1983

<http://uscode.house.gov/search/criteria.shtml>

C. Victim’s Rights

Required Minimum Hours: 2

General Learning Goal: The student will demonstrate an understanding of the laws relating to victim’s rights and community resources available for crime victim services.

Learning Objective:

The student will demonstrate an understanding of the provisions of 24- 4.1-301 et seq., C.R.S. and the procedures for locating assistance for victims of crime.

Recommended Source Material:

Colorado Peace Officer's Handbook (Lexis Nexis Publishing)

D. Interaction with Special Populations

Required Minimum Hours: 2

General Learning Goal: The student will demonstrate an understanding of the laws protecting the rights of members of special populations.

Learning Objectives:

1. The student will demonstrate an understanding of police interaction with special populations.
2. The student will demonstrate an understanding of the Americans with Disabilities Act.
3. The student will demonstrate an understanding of indicators that could lead an officer to believe an individual is:
 - a. A danger to self
 - b. Dangerous to others
 - c. Gravely disabled

Recommended Source Material:

Americans with Disabilities Act, www.ada.gov

E. Risk Assessment Response

Required Minimum Hours: 2

General Learning Goal: To train knowledgeable peace officers who can identify persons with mental illness and to handle situations involving persons with mental illness properly.

Learning Objectives:

1. The student will learn how de-escalation of emotion reduces the likelihood of further violence through the use of “verbal

containment” which may allow safe, successful resolution of potentially violent incidents.

2. The student will be able to identify behaviors of psychological disorders and the relationship between disorders and non-responsive contacts.
3. The student will be able to demonstrate and employ the Threshold Assessment and Response Procedure (isolate, contain, assess, respond) when responding to persons in crisis.
4. The student will be able to identify appropriate communication skills for dealing with people in crisis.
5. The student will be able to classify risk factors for suicide and homicide in crisis situations.

Recommended Source Material Only:

Crisis Intervention Training (Colorado Regional Community Policing Institute)

IV. COMMUNITY INTERACTION

REQUIRED HOURS: 2

A. Community Policing/Community Partnerships

Required Minimum Hours: 1

General Learning Goal: The student will demonstrate an understanding of community policing, the necessary elements for implementation of community policing practice and philosophy, and recognize community partnerships as an integral component in community policing and problem solving.

Learning Objective:

The student will demonstrate an understanding of community policing and the importance of building community partnerships.

Recommended Source Material:

Collaboration Toolkit: How to Build, Fix and Sustain Productive Partnerships, Rinehart, Laszlo, Briscoe, (U.S. Department of Justice)

Community Policing: A Contemporary Perspective, Bucqueroux

and Trojanowicz (Anderson Publishing)
Understanding Community Policing: A Framework for Action, Office of
Justice Programs (Bureau of Justice Assistance)

B. Problem Solving/Crime Prevention

Required Minimum Hours: 1

General Learning Goal: The student will demonstrate an understanding of current models of crime prevention and problem solving.

Learning Objective:

The student will demonstrate an understanding of the following crime prevention/problem solving models: SARA, CPTED and the Crime Triangle.

Recommended Source Material:

Assessing Responses to Problems: An Introductory Guide for Police Problem-Solvers, Eck (U.S. Department of Justice, Office of Community Oriented Policing Services)
Community Policing: A Contemporary Perspective, Bucqueroux and Trojanowicz (Anderson Publishing)
Crime Prevention Through Environmental Design and Community Policing, Travis (NIJ Research in Action)
Problem Solving Tips – A Guide to Reducing Crime and Disorder through Problem Solving Partnerships, Schlermer, Perkins, Phillips, Rinehart and Townsend (U.S. Dept. of Justice)
Tackling Crime and Other Public-Safety Problems: Case Studies in Problem Solving, Sampson, Rana and Michael S. Scott (U.S. Department of Justice)
Using Analysis for Problem Solving – A Guidebook for Law Enforcement (U.S. Department of Justice)

V. PATROL PROCEDURES

REQUIRED HOURS: 25

A. Officer Survival

Required Minimum Hours: 4

General Learning Goal: The student will demonstrate an understanding of the mental, physical, and tactical preparations required to survive on the job.

Learning Objectives:

1. The student will demonstrate an understanding of the techniques for the mental, emotional and physical preparation necessary to respond to and recover from a critical incident.
2. The student will demonstrate an understanding of the elements of threat assessment and describe their effective application.

Recommended Source Material:

Street Survival, Adams, McTernan, Remsberg (Calibre Press)
The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre Press)

B. Hazardous Materials Awareness

Required Minimum Hours: 2

General Learning Goal: The student will demonstrate an understanding of hazardous materials threats.

Learning Objectives:

1. The student will demonstrate an understanding of the safety measures and protective equipment used to mitigate or prevent exposure to hazardous materials.
2. The student will demonstrate an understanding of the universal precautions and post-exposure procedures.

Recommended Source Material:

Bloodborne Pathogen Standards, OSHA Standards.
<http://www.osha.gov/SLTC/bloodbornepathogens/index.html>
Defending the Homeland: Domestic Intelligence, Law Enforcement, and Security, White (Wadsworth Publishing)
Preparing for Biological Terrorism, an Emergency Service Guide, Buck, (Thomson Delmar Learning)
Terrorism and Homeland Security, White (Cengage Learning)
Terrorism Handbook for Operational Responders, Bevelacqua and Stilp (Thomson Delmar)
The Counterterrorism Handbook, Bolz Jr., Dudonis, and Schulz (CRC Press)

C. Pedestrian Contacts

Required Minimum Hours: 2

General Learning Goal: The student will demonstrate an understanding of the legal and tactical aspects for safely contacting pedestrians while minimizing officer risk.

Learning Objectives:

1. The student will demonstrate an understanding of how to legally and safely approach a pedestrian or suspect while alone or with another officer through the use of field-based scenarios.
2. The student will demonstrate an understanding of the signs of deception when attempting to identify subjects.
3. The student will demonstrate an understanding of different emotional and physical behavioral warning signs and how to react to them.
4. The student will demonstrate an understanding of tactical and legal considerations during pedestrian contact scenarios.
5. The student will demonstrate an understanding of the inherent dangers of foot pursuits and explain the tactics that will reduce the risk of assault during a foot pursuit.
6. The student will demonstrate an understanding of the proper utilization of an offensive and defensive posture.
7. The student will demonstrate an understanding of how to document the contact in an accurate written report.

Recommended Source Material:

Police Operations: Theory and Practice, Hess and Wroblecki
(Thomson Wadsworth)

Police Patrol Operations and Management, Hale (Prentice-Hall)
Street Survival, Adams, McTernan and Remsberg
(Calibre Press) *Tactics for Criminal Patrol*, Remsberg (Calibre Press)

The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre Press)

D. Vehicle Contacts & Vehicle Searches

Required Minimum Hours: 4

General Learning Goal: The student will demonstrate an understanding of how to conduct unknown risk vehicle contacts, high risk vehicle contacts, unknown risk contacts that turn into high risk contacts, how to determine the appropriate tactics for each type of contact and tactics necessary to conduct a legal, safe and effective search of a vehicle.

Learning Objectives:

1. The student will demonstrate an understanding of how to set up unknown risk and high risk traffic contacts using appropriate tactics and officer safety.
2. The student will demonstrate the ability to change from an unknown risk vehicle contact to a high risk vehicle contact when circumstances dictate.
3. Through the use of practical exercises, the student will demonstrate the ability to select the appropriate tactics and resources to utilize based upon the environment and circumstances of the contact.
4. The student will demonstrate an understanding of the requirements and restrictions for a lawful search of a vehicle and seizure of evidence in the following situations:
 - a. With consent
 - b. Incident to arrest
 - c. Items in plain view
 - d. With a search warrant
 - e. With probable cause
 - f. Inventory searches
5. Through field exercises, the student will demonstrate an understanding of the search of a vehicle using appropriate officer safety considerations to:
 - a. Remove and control occupants
 - b. Systematically examine the vehicle's exterior and interior, identifying common hiding places for contraband

Recommended Source Material:

Criminal Investigation, Bennett and Hess (West)
Police Operations: Theory and Practice, Hess and Wroblewski
(Thomson Wadsworth)
Street Survival, Adams, McTernan, Remsberg (Calibre Press)
Tactics for Criminal Patrol, Remsberg (Calibre Press)
The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre
Press)

E. Building Searches

Required Minimum Hours: 4

General Learning Goal: The student will demonstrate an understanding of tactics needed to safely search buildings.

Learning Objectives:

1. The student will demonstrate an understanding of various building search tactics.
2. Through field exercises, the student will demonstrate the ability to adapt searching techniques to various search scenarios.

Recommended Source Material:

Criminal Investigation, Bennett and Hess (West)
Police Operations: Theory and Practice, Hess and Wroblewski
(Thomson Wadsworth)
Street Survival, Adams, McTernan, Remsberg (Calibre Press)
The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre
Press)

F. Handling In-Progress Calls

Required Minimum Hours: 4

General Learning Goal: The student will demonstrate an understanding of hazards involved with in-progress calls and describe proper procedures in responding to and handling the calls safely.

Learning Objectives:

1. The student will demonstrate an understanding of the factors to be considered in responding safely to in-progress calls, including:

- a. Information and intelligence gathering
 - b. Response strategy, including route selection
 - c. Cover/concealment
 - d. Nature of crime
2. Through field exercises, the student will demonstrate an understanding of tactical considerations involved in handling in-progress calls.
 3. The student will demonstrate the ability to document the event in a written report.

Recommended Source Material:

Annual Report of Law Enforcement Officers Killed and Assaulted (FBI)
Street Survival: Tactics for Armed Encounters, Adams, McTernan and Remsberg (Calibre Press)
The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre Press)

G. Civil Disputes

Required Minimum Hours: 2

General Learning Goal: The student will demonstrate the ability to successfully identify, assess and intervene in a non-criminal dispute.

Learning Objectives:

1. Differentiate between criminal matters and civil disputes.
2. Demonstrate the officer safety techniques required to safely handle a civil dispute.
3. Demonstrate understanding of the practical and legal issues commonly encountered in a civil dispute.
4. Display knowledge of conflict resolution techniques and problem-solving strategies required to successfully handle civil disputes.
5. Differentiate between various types of civil disputes and the techniques required to handle each, including:
 - a. Landlord-tenant disputes
 - b. Liens
 - c. Restraining orders

- d. Child custody disputes
- e. Repossessions
- f. Bail bondsman issues

Recommended Source Material:

Colorado Civil Process: Law, Practice and Procedure, Rosenberg
(County Sheriffs of Colorado)
Police Field Operations, Adams (Prentice-Hall)

H. Law Enforcement Role in Terrorism

Required Minimum Hours: 2

General Learning Goal: The student will demonstrate understanding of the concept of terrorism and how it may include the use of weapons of mass destruction. The student will demonstrate an understanding that terrorism prevention is the responsibility of all law enforcement officers at the local, state and federal level; and demonstrate an understanding of and how to access state and federal intelligence databases.

Learning Objectives:

1. Display understanding of the general concepts of terrorism.
2. Display comprehension of what constitutes a terrorist incident.
3. Demonstrate comprehension of what constitutes a WMD incident, and the various agents and their effects that may be encountered by first responders.
4. Demonstrate knowledge of the tactics required for a safe response, including notification of other agencies and awareness of the potential for “secondary” or entrapment devices.
5. Identify terrorism-related responsibilities of various local, state and federal agencies.
6. Identify the law enforcement officer roles and responsibilities in the intelligence process.
7. List and identify local, state and federal intelligence databases and how to access them.
8. Describe applicable federal and state laws relevant to terrorism and intelligence gathering.

9. Articulate constitutional issues and other legal considerations that apply to collecting and reporting intelligence information regarding terrorism.

Recommended Source Material Only:

Defending the Homeland: Domestic Intelligence, Law Enforcement, and Security, White (Wadsworth Publishing)
Emergency Response to Terrorism (United States Department of Justice) <https://www.justice.gov/>
Preparing for Terrorism – Public Safety Communicators Guide, Buck, Buck and Mogil (Cengage Learning)
State and Local Anti-Terrorism Training, Terrorism Training Program (Bureau of Justice Assistance)
Terrorism and Homeland Security, White (Cengage Learning)
Terrorism Handbook for Operational Responders, Armando Bevelacqua and Richard Stilp (Thomson Delmar)
The Counterterrorism Handbook, Bolz Jr., Dudonis and Schulz (CRC Press)

I. Biohazards Awareness

Required Minimum Hours: 1

General Learning Goal:

The student will demonstrate awareness of various biohazard threats and the measures to be used to minimize or prevent exposures.

Learning Objectives:

1. Identify, recognize and relate to law enforcement duties various infectious agents and how exposure to them may occur.
2. Demonstrate the ability to apply safety measures, including protective equipment, to mitigate or prevent exposure to biohazards.
3. Display knowledge of appropriate post-exposure management procedures.

Recommended Source Material Only:

Defending the Homeland: Domestic Intelligence, Law Enforcement, and Security, White (Wadsworth Publishing)

Preparing for Biological Terrorism, an Emergency Service Guide, Buck (Thomson Delmar Learning)

Terrorism and Homeland Security, White (Cengage Learning)

Terrorism Handbook for Operational Responders, Bevelacqua and Stilp (Thomson Delmar)

The Counterterrorism Handbook, Bolz Jr., Dudonis and Schulz (CRC Press)

VI. TRAFFIC CONTROL

REQUIRED HOURS: 4

A. Traffic Code

Required Minimum Hours: 2

General Learning Goal: The student will demonstrate an understanding of Colorado traffic code Title 42 C.R.S.

Learning Objective:

The student will demonstrate an understanding of traffic code violations as defined in Title 42, 2, 3, & 4 C.R.S.

Recommended Source Material:

Colorado Revised Statutes, Title 42

B. Traffic Direction

Required Minimum Hours: 2

General Learning Goal: The student will have an understanding of vehicle and pedestrian traffic direction and regulation.

Learning Objectives:

1. The student will be able to explain the motor vehicle laws governing traffic direction.
2. The student will be able to select proper positioning to maximize visibility while minimizing hazards to the officer.
3. The student will recognize the correct methods of giving the basic traffic direction signals of: stop, start, and turn, in

both daytime and nighttime conditions.

4. The student will actively participate in a mock traffic direction scenario(s) or actual traffic direction, for a minimum of 15 minutes as an individual and 10 minutes as a team.

VII. INVESTIGATIVE PROCEDURES

REQUIRED HOURS 6

A. Preliminary Investigations

Required Minimum Hours: 2

General Learning Goal: The student will understand procedures for conducting a basic crime scene investigation.

Learning Objectives:

1. The student will describe information to be obtained when responding to a crime scene.
2. The student will describe and demonstrate, as the initial peace officer arriving on a crime scene, the following:
 - a. If a crime has been committed and type of crime
 - b. Immediate action to be taken and proper notifications to be made
 - c. Procedures necessary to establish a crime scene perimeter and protect the scene
 - d. Procedures necessary to locate and isolate witnesses

Recommended Source Material Only:

Criminal Investigation, Bennett and Hess (West Publishing)

Police Field Operations, Adams (Prentice-Hall)

B. Crime Scene Search

Required Minimum Hours: 2

General Learning Goal: The student will understand how to conduct an indoor and outdoor search of a crime scene.

Learning Objectives:

1. The student will identify basic principle search techniques including, but not limited to: grid, strip, spiral or other systematic techniques designed to discover relevant evidence both in an indoor and outdoor setting.

Recommended Source Material Only:

Criminal Investigations, Bennett and Hess (West Publishing)

C. Identification and Collection of Evidence

Required Minimum Hours: 2

General Learning Goal: The student will recognize the different types of physical evidence, identify their value in a criminal investigation.

Learning Objectives:

1. The student will describe the value of more commonly encountered evidentiary items found at a crime scene including but not limited to:
 - a. Latent fingerprints
 - b. Bullets
 - c. Shell casings
 - d. Tool Marks
 - e. Hair and fibers
 - f. Documents
 - g. Body fluids
2. The student will describe and/or demonstrate effective methods and techniques for collecting evidence including but not limited to:
 - a. Maintaining admissibility through chain of custody
 - b. Marking, packaging and documenting custody
 - c. Safely preserving evidence
 - d. Locating, dusting, photographing and lifting latent fingerprints
3. The student will describe and/or demonstrate proper collection and retention techniques, practices, and protocols for evidence that may contain Biological or DNA evidence, including but not limited to:

- a. Additional handling requirements due to increase sensitivity of DNA evidence
- b. Sources, locations and limitations of DNA evidence
- c. The importance of elimination and reference samples
- d. The role that the Combined DNA Index System (CODIS) has in criminal investigations and how it is used to solve crimes

Recommended Source Material Only:

Criminal Investigation, Bennett and Hess (West Publishing)
First Responding Officers – What Every Law Enforcement Officer Should Know about DNA Evidence, www.dna.gov/training/letraining
Guidelines for the Documentation, Collection and Preservation of Evidence, Arndt (Colorado Bureau of Investigation)

VIII. COMMUNICATIONS

REQUIRED HOURS: 6

A. Report Writing

Required Minimum Hours: 2

General Learning Goal: The student will demonstrate an understanding of the basic requirements of report writing.

Learning Objectives:

1. The student will demonstrate an understanding of the characteristics of effective police reporting and what types of reports may be required specifically of a reserve officer.

Recommended Source Material:

Colorado Peace Officer's Legal Source Book [Colorado District Attorney's Council (CDAC)/Colorado Attorney General]
<http://www.cdacweb.com/CDAC/Publications.aspx>
Criminal Investigation, Bennett and Hess (Thomas West Publishing)
Just the Facts: Investigative Report Writing, Biggs (Pearson Prentice-Hall Publishing)
Police Field Operations, Adams (Prentice-Hall)

B. Verbal Communication Techniques

Required Minimum Hours: 4

General Learning Goal: The student will demonstrate an understanding of effective communication techniques.

Learning Objective:

The student will demonstrate an understanding of techniques for communicating with individuals or groups and defusing conflicts.

Recommended Source Material:

Crisis Intervention—Contemporary Issues for On-site Interviewers,
Hendricks (Charles C. Thomas Publishers LTD)
Verbal Judo: The Gentle Art of Persuasion, Thompson (William Morrow,
NY)

IX. WELLNESS TRAINING PROGRAM

REQUIRED HOURS: 2

A. Introduction to Wellness

Required Minimum Hours: 1

General Learning Goal: The student will demonstrate an understanding of why wellness is an integral component of the law enforcement profession, and the necessity for being in good physical condition.

Learning Objective:

The student will demonstrate an understanding of the impact that police work has on physical condition.

Recommended Source Material:

Cooper Institute Aerobics Program for Total Well Being, Cooper
(Bantam Books)
Physical Fitness Assessments and Norms (Cooper Institute)

B. Stress Management

Required Minimum Hours: 1

General Learning Goal: The student will demonstrate an understanding of the concept of stress and its sources.

Learning Objectives:

The student will demonstrate an understanding of the emotional/psychological and physical responses to stress and how they may interfere with a peace officer's performance.

The student will demonstrate an understanding of stress management techniques.

Recommended Source Material:

Police Field Operations, Adams (Prentice-Hall)

The Tactical Edge: Surviving High Risk Patrol, Remsberg
(Calibre Press)

X. Tactical Casualty Care for Law Enforcement

Required Minimum Hours: 4

A. Tactical Casualty Care – Lecture

Required Minimum Hours: 2

General Learning Goal: Course participants will learn to apply life-saving medical actions in the context of a hazardous situation such as an active shooter, specific medical interventions and skills to include:

1. Bleeding control with a tourniquet
2. Bleeding control with gauze packs or topical hemostatic agents
3. Opening an obstructed airway to allow the casualty to breathe
4. Recognition and treatment of open, sucking chest wounds
5. Recognition of life-threatening tension pneumothorax

Specific Performance Outcomes:

1. Understand the rationale for immediate action to obtain hemorrhage control (including external hemorrhage control, direct pressure and wound packing, early use of tourniquet for severe hemorrhage, internal hemorrhage control by rapid evacuation, and transportation to major hospital/trauma center.
2. Describe the progressive strategy for controlling hemorrhage.
3. Describe appropriate airway control techniques.
4. Describe the tactically relevant indicators of shock.

5. Describe recognition and management of an open, sucking chest wound.
6. Describe the clinical presentation of a tension pneumothorax

B. Skills Stations and Scenario Based Training

Required Minimum Hours: 2

General Learning Goal: To apply the medical knowledge and skills taught during the didactic session in a series of case scenarios of gradually increasing complexity and stress.

Specific Performance Outcomes:

1. Students will complete skills stations, such as applying a tourniquet and packing a wound, designed to learn application of techniques and equipment.
2. The student will take part in a minimum of one (1) scenario designed to reinforce the concept of self-care by demonstrating self-application of a tourniquet, first to their own arm and then to their own leg, in a one-on-one learning experience with an instructor.
3. The student will take part in a minimum of two (2) scenarios designed to simulate actual situations in which medical care will be performed, and will demonstrate all skills taught. These scenarios will involve actors with simulated wounds and bleeding and distractions such as noise, smoke and impaired vision, etc. all of which combine to enhance the skills application experience.
4. Unused scenario time may be used for CPR training.

C. Instructor Ratio(s):

Lecture: There must be at least one instructor for every 24 trainees during any lecture session (1:24 ratio).

Skills Stations: There must be at least two (2) instructors for any skills station session.

Scenario – Self-Care: There must be at least one instructor for every one (1) trainee for any self-application scenario training

session (1:1 ratio).

Scenario – Care of Others: There must be at least two (2) instructors present for any scenario-based training session involving treatment of others.

D. Instructor Qualifications

1. Minimum – Colorado State Certified EMT, paramedic preferred, and
2. Must have successfully completed a Tactical Casualty Care-Law Enforcement First Response course (or equivalent).

Recommended Source Material:

PreHospital Trauma Life Support, National Association of Emergency Medical Technicians (Jones & Bartlett Learning)
<http://www.jblearning.com/catalog/9781284041736/>

Prehospital Trauma Life Support – Military Edition, National Association of Emergency Medical Technicians (Jones & Bartlett Learning)
<http://www.jblearning.com/catalog/9781284041750/>