

CURRICULUM OVERVIEW

2022

**BASIC POLICE
ACADEMY**



Basic Police Academy

2022 Curriculum Overview



State of Oregon

Department of Public Safety Standards and Training

Brian Henson, Director

4190 Aumsville Highway
Salem, Oregon 97317
503-378-2100

www.oregon.gov/DPSST

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Mission

To promote excellence in public safety by delivering quality training and developing and upholding professional standards.

Vision

DPSST will deliver programs and services through an agency that is committed to its values, collaborates internally and externally and is responsive to its constituents. The agency will ensure public safety constituents are highly-skilled professionals who demonstrate excellence, embody the diversity of the state, and inspire public trust, as they protect the lives, assets and livability of Oregon's citizens and visitors.

EXECUTIVE SUMMARY

Executive Summary

The Oregon Department of Public Safety Standards and Training (DPSST) is entrusted to provide quality training as a service to its public safety constituency and the communities they serve. The 2022 Basic Police program is part of an on-going effort to ensure training is current, relevant, and aligned with evidence-based practices, both in content and delivery.

This document provides an overview of the 2022 Oregon Basic Police Academy. It includes course topics, hours, and core topics covered. It also outlines whether the course is mandated by Oregon Administrative Rule, Oregon Revised Statutes, or required by the Board of Public Safety Standards and Training. This document is not reflective of all content students will receive during their 640 hours of basic training. It is simply meant to provide an overview of the full 16-week program. The complete student material is available on the DPSST website or by request.

"The program is grounded in empirical research on officer behaviors during encounters with the public."

Cornerstone to the program are recommendations from the President's Task Force on 21st Century Policing Report (2015) and the subsequent Evidence-Assessment of the Recommendations of the President's Task Force on 21st Century Policing (2016). Additionally, the program is grounded in empirical research on officer behaviors during encounters with the public. These behaviors (metrics) are objective measures used to assess officer performance and affect the probability of desirable encounter outcomes.

The Oregon Public Safety Training Academy

The Oregon Public Safety Training Academy (OPSA) is one of 684 police training academies in the United States. The OPSA is one of a small number of centralized academies, providing basic training to all officers in the state. This includes state police, city police, county deputies, tribal police, university police, and even a small number of specialized positions such as investigators for the railroad or humane society.

Program Summary

The Basic Police Academy program consists of 16-weeks (640 hours) of rigorous in-person academic and skills training. The goal of the academy is to prepare new officers for the next step of their professional development, field training.

“The program is designed based on decades of research on learning, performance improvement, cognitive psychology, and training transfer, among other well-established concepts.”

Topics and Content

Course topics and content are informed by academic research where possible. However, many topics related to effective policing and police training are not well supported by research. In the absence of empirical research, topics and content are informed by recommendations from trusted professional sources such as the International Association of Chiefs of Police, the Police Executive Research Forum, the American Society of Evidence-Based Policing, and Crisis Intervention Team International, among others. Subject matter experts from public safety, academia, mental health, the legal community, community partners, and community members contribute to course development.

Academic Structure

The program is designed based on research on learning, performance improvement, cognitive psychology, and training transfer, among other well-established concepts. Foundational theories include learning processing, cognitive load, adult learning, and active learning, among others.

Aligning with research on effective learning practices, the program structure includes short, frequent sessions on multiple topics rather than long blocks of training on a single topic. Connections between content is intentionally designed into the curricula and course content builds upon itself as the program progresses.

While this structure is supported by research, it often results in in the appearance of less training on specific topics. The course hours do not reflect the additional courses where the topic is reinforced and expanded upon.

Training Delivery

Training methodologies includes engaging students in learning activities rather than being passive recipients of information. Opportunities for practice and feedback are integrated throughout the program in the form of activities, role plays, skill drills, fragment drills, and scenario training. Students practice self-reflection and self-assessment to further develop their emotional intelligence, critical thinking, and problem-solving abilities.

Student Assessment

Students complete a variety of knowledge and skill assessments throughout the program. In addition to in-class discussions, activities, and projects, students must pass a series of written quizzes and exams. Students take part in skill assessments in defensive tactics, emergency vehicle operations, and firearms. Students also participate in both video and live scenarios where they receive an assessment and feedback.

Successful completion of academy training requires students to meet a combination of rigorous standards set by Oregon Administrative Rule, Oregon Revised Statutes, legislative mandates, and the DPSST Board.

**BOARD-APPROVED
COURSE
BREAKDOWN**

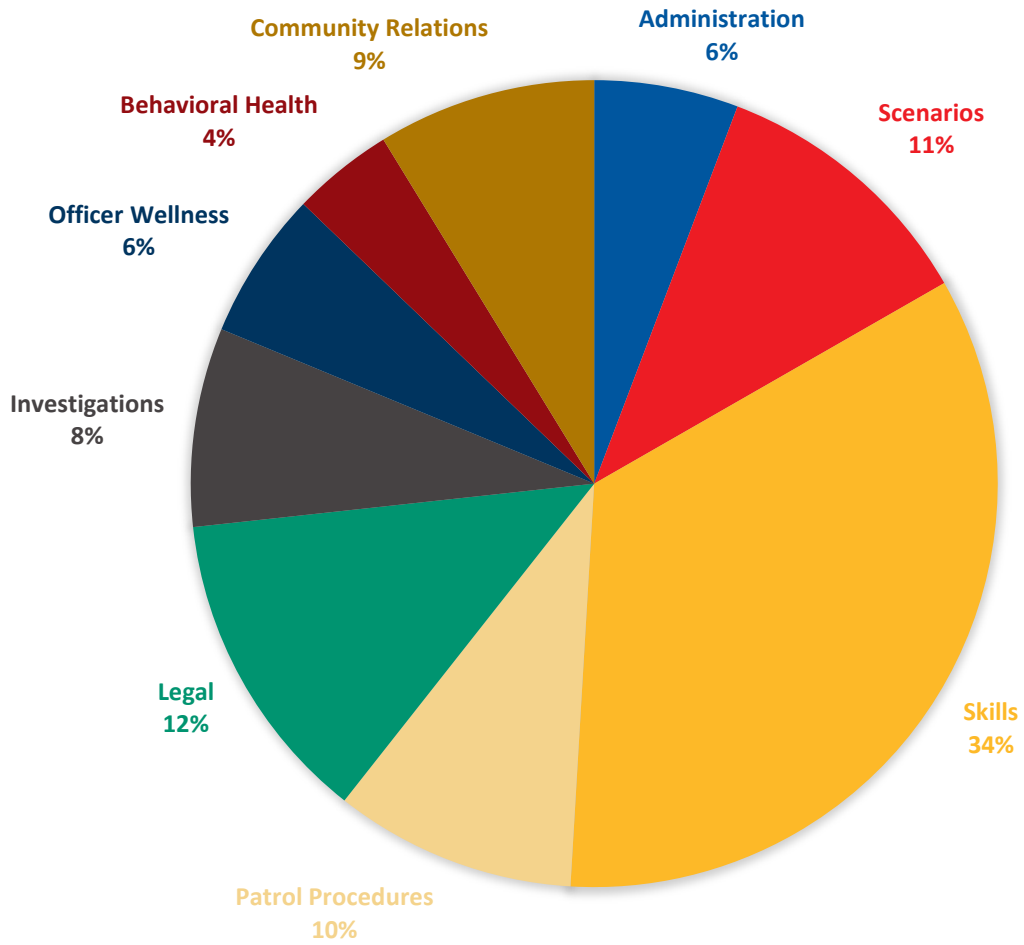
640-Hour Course Breakdown

COURSE	HOURS	MANDATE
Administration	35	
Active Threat	6	
Affidavits and Search Warrants	2	
Airway and Circulatory Anatomy and Physiology	4	HB 2513 (2021)
Behavioral Health: Awareness	8	OAR 259-008-0085 ORS 181A.440
Behavioral Health: Crisis Intervention and De-escalation	4	
Behavioral Health: Legal Considerations	2	
Behavioral Health: Trauma and Trauma-Informed Practices	4	
Behavioral Health: Scenarios	8	
Bias Crime Investigations	2	OAR 259-008-0085 ORS 181A.470
Bombs and Explosives	2	
Building Search and Tactical Movement	16	
Civil Rights & Liabilities	4	
Child Abuse and Neglect Investigations	6	OAR 259-008-0085 ORS 419B.005
Communication for Policing	10	
Community Competency	4	
Community Crime Prevention	2	
Community Policing- Lab	2	
Contact and Cover	2	
Crash Investigations	4	
Criminal Investigations: Complex Investigations	2	
Criminal Investigations: Evidence Collection	2	
Criminal Investigations: Introduction	2	
Criminal Investigations: Investigative Interviewing	4	
Criminal Investigations: Lab	3	
Criminal Law: Controlled Substances	2	
Criminal Law: Person Offenses	8	
Criminal Law: Property Offenses	8	
Criminal Law: Public Order and Weapons	2	
Criminal Law: State and Public Justice	2	
Death Notifications and Investigations	2	
Defensive Tactics	52	
Domestic Violence Investigations	8	OAR 259-008-0085 ORS 419B.005
Driving While Impaired: DUII Scenarios	4	NHTSA/IACP Standard
Driving While Impaired: Standardized Field Sobriety Testing, DUII Legal, DUII Report Writing	16	
Driving While Impaired: Wet Lab	4	

State Of Oregon Department Of Public Safety Standards And Training

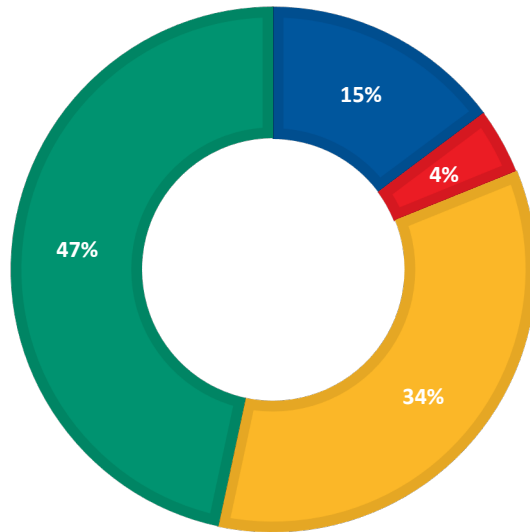
COURSE	HOURS	MANDATE
Drugs That Impair Driving	8	ORS 813.131
Effective Interactions with the Deaf and Hard of Hearing Community	2	
Elder Abuse Investigation	4	
Emergency Vehicle Operations	44	OAR 259-008-0085 ORS 181A.440
Emotional Intelligence	8	
Ethics	6	
Firearms	52	
Fitness and Nutrition	6	
History of Policing	2	
Human Trafficking	2	
Implicit Bias	8	HB 2162 (2021) ORS 181A.410
Indian Country Law (Missing and Murdered Indigenous Persons)	2	HB 4102 (2022)
Intoxilyzer Certification	6	
Introduction to the Justice System	4	
Juvenile Law and Interactions	4	
Law Lab (Criminal and Procedural)	2	
Missing Persons Investigations	2	OAR 259-008-0085 ORS 181A.460
Motor Vehicle Code	6	
Officer in Court and Mock Trial	10	
OR-PAT	4	OAR 259-008-0085
Physical Fitness	22	
Problem-Oriented Policing	2	
Problem-Solving	2	
Procedural Justice	4	HB 2162 (2021)
Procedural Law	10	OAR 259-008-0085 ORS 181A.470
Report Writing	10	
Resiliency	8	
Roles and Responsibilities	4	
Scenarios: Fragment Drills and Application Scenarios	50	
Sexual Assault Investigations	4	
Skills Lab	10	
Special Programs	4	
Supporting Victims of Crime	1	
Tactical Medicine	3	
Threat Assessment	2	
Use of Force: Law and Decision-Making	22	
Use of Force: Scenarios	20	
Vehicle Stops	32	

ACADEMY HOURS BY CATEGORY



ACADEMY HOURS BY MANDATE

■ OAR/ORS ■ Other ■ DPSST ■ Non Mandated



OPTIONAL COURSES	
CPR/First Aid	4
Lidar	2
National Alliance on Mental Illness (NAMI)	2
Radar	6
Remediation	4

PROGRAM EVALUATION

Program Evaluation

The Basic Police program has been undergoing a formal external evaluation since 2018. Under a contract with Washington State University, evaluators began collecting baseline data on the Basic Police program in May 2018.

The data collection occurs during Week 16 of the Basic Program and consists of a series of video simulations. Each student completes six video simulations, based on the following circumstances:

1. Domestic disturbance
2. Vehicle stop
3. Suspicious person call
4. Investigation of suspicious circumstances
5. Disturbance of the peace
6. Welfare check

Student performance is assessed based on a series of research-based metrics. These metrics have been infused throughout their 16 weeks of training. The evaluation intent is to assess whether students demonstrate use of the metrics at the end of their training. Program developers use this data to inform decisions about training needs.

PROGRAM CONTENT

Active Threat

- Hours:** 6
- Mandated:** No
- Remediation:** None
- Goal:** Introduce students to the foundational principles of an active threat response.
- Learning Outcomes:** Students will be able to:
1. Describe the similarities and differences between a standard response and an active threat response
- Core Topics:**
- Foundations of Active Threat Response
 - Solo Officer Response
 - Partner Officer Response

Affidavits and Search Warrants

- Hours:** 2
- Mandated:** No
- Remediation:** None
- Goal:** Introduce students to the use, limitations, and processes relating to affidavits and search warrants.
- Learning Outcomes:** Students will be able to:
1. Determine whether a search warrant is necessary in a given situation.
 2. Describe probable cause in the context of a given situation.
 3. Explain the legal scope of the search in a given situation.
- Core Topics:**
- Constitutional Foundations
 - Subjects of a Search Warrant
 - Affidavits
 - Drafting a Warrant
 - Executing a Warrant

Airway and Circulatory Anatomy and Physiology (ACAP)

- Hours:** 4
- Mandated:** Students must complete 3 hours of ACAP training.
HB 2513 (2021) Students must complete a minimum of 3 hours of training as part of the Basic Academy
- Remediation:** If possible, remediation should occur during an open remediation block while the student is still at the academy. Students who are unable to remediate hours while at the academy must return to complete the hours with a future class.
Note-Two of the required three hours can be met by watching the approved maintenance training video.
- Goal:** Introduce students to the risks and signs of respiratory compromise and their duty to act under such circumstances.
- Learning Outcomes:** Students will be able to:
1. Identify the risk of various positions on respiratory compromise.
 2. Recognize the signs of a person experiencing respiratory compromise.
 3. Take proper action when a person is experiencing respiratory compromise.
- Core Topics:**
- First Aid and CPR Review (ABC, recovery position)
 - Causation of Respiratory Compromise Leading to Death
 - Positional Asphyxia
 - Types of Holds and Impacts on Breathing
 - Excited Delirium/Agitated Chaotic Events
 - Duty to Act

Behavioral Health: Awareness

- Hours:** 8
- Mandated:** Students must attend 8 hours of Behavioral Health: Awareness.
OAR 259-008-0085 and ORS 181A.440: Training will include, at a minimum: At least 24 hours of training in the recognition of mental illnesses utilizing a crisis intervention training model, at least one hour of which must include training on the appropriate use of the medical health database described in ORS 181A.285.
- Remediation:** If possible, remediation should occur during an open remediation block while the student is still at the academy. Students who are unable to remediate hours while at the academy must return to complete the hours with a future class.
- Goal:** Introduce students to behaviors commonly associated with mental illness, crisis, addiction, trauma, and developmental disabilities.
- Learning Outcomes:** Students will be able to:
1. Describe how stigma impacts mental illness and addiction.
 2. Identify behaviors commonly associated with mental illness, addictions, trauma, and developmental disabilities.
 3. Apply effective communication strategies with a person experiencing a mental health crisis.
- Core Topics:**
- Stigma
 - Major Mental Illnesses
 - Suicide and Suicide Prevention
 - Substance Dependence Disorders
 - Disabilities
 - LEDDS
 - Crisis and Crisis Intervention

Behavioral Health: Crisis Intervention and De-escalation

- Hours:** 4
- Mandated:** Students must attend 4 hours of Behavioral Health: Crisis Intervention and De-Escalation.
- OAR 259-008-0085 and ORS 181A.440: Training will include, at a minimum: At least 24 hours of training in the recognition of mental illnesses utilizing a crisis intervention training model, at least one hour of which must include training on the appropriate use of the medical health database described in ORS 181A.285.
- Remediation:** If possible, remediation should occur during an open remediation block while the student is still at the academy. Students who are unable to remediate hours while at the academy must return to complete the hours with a future class.
- Goal:** Introduce students to mental health crises and crisis de-escalation techniques.
- Learning Outcomes:** Students will be able to:
1. Identify characteristics of a behavioral health crisis.
 2. Describe considerations when responding to a behavioral health crisis.
 3. Demonstrate an ability to safely interact with someone in a behavioral health crisis.
 4. Apply de-escalation techniques in a given situation.
 5. Identify options for resolving behavioral health crisis situations.
- Core Topics:**
- Crisis Cycle
 - Crisis Communication
 - Crisis Calls

Behavioral Health: Legal Considerations

- Hours:** 2
- Mandated:** Students must attend 2 hours of Behavioral Health: Legal Considerations.
OAR 259-008-0085 and ORS 181A.440: Training will include, at a minimum: At least 24 hours of training in the recognition of mental illnesses utilizing a crisis intervention training model, at least one hour of which must include training on the appropriate use of the medical health database described in ORS 181A.285.
- Remediation:** If possible, remediation should occur during an open remediation block while the student is still at the academy. Students who are unable to remediate hours while at the academy must return to complete the hours with a future class.
- Goal:** Introduce students to the legal authority associated with behavioral health interactions.
- Learning Outcomes:** Students will be able to:
1. Describe the officer's authority under ORS 426.228 (custody of persons in need of emergency care and treatment).
 2. Explain significant case law principles which impact interactions between law enforcement and persons with mental illness.
 3. Understand the significance of the Americans with Disabilities Act as it relates to law enforcement interactions with persons with mental illness.
- Core Topics:**
- Peace Officer Custody
 - Use of Force and Persons with Mental Illness
 - Americans with Disabilities Act

Behavioral Health: Trauma and Trauma-Informed Practices

- Hours:** 4
- Mandated:** Students must attend 4 hours of Behavioral Health: Trauma and Trauma-Informed Practices.
OAR 259-008-0085 and ORS 181A.440: Training will include, at a minimum: At least 24 hours of training in the recognition of mental illnesses utilizing a crisis intervention training model, at least one hour of which must include training on the appropriate use of the medical health database described in ORS 181A.285.
- Remediation:** If possible, remediation should occur during an open remediation block while the student is still at the academy. Students who are unable to remediate hours while at the academy must return to complete the hours with a future class.
- Goal:** Introduce students to the signs and impacts of trauma and best practices for interacting with individuals who have experienced trauma.
- Learning Outcomes:** Students will be able to:
1. Identify behaviors commonly associated with trauma.
 2. Demonstrate best practices for communicating with a person experiencing a trauma response.
- Core Topics:**
- Trauma
 - Trauma-Informed Approach
 - Vulnerable Populations and Trauma

Bias Crime Investigations

- Hours:** 2
- Mandated:** Students must complete 2 hours of Bias Crime Investigations. OAR 259-008-0085 and ORS 181A.470 Training will include, at a minimum: The investigation, identification and reporting of crimes motivated by prejudice based on perceived race, color, religion, national origin, sexual orientation, marital status, political affiliation or beliefs, membership or activity in or on behalf of a labor organization or against a labor organization, physical or mental disability, age, economic or social status or citizenship of the victim
- Remediation:** If possible, remediation should occur during an open remediation block while the student is still at the academy. Students who are unable to remediate hours while at the academy must return to complete the hours with a future class.
- Goal:** Introduce students to types of bias crimes, effective investigation principles, and reporting requirements.
- Learning Outcomes:** Students will be able to:
1. Identify the elements of a bias crime.
 2. Determine if there is an applicable bias crime represented in a given situation.
 3. Define the responsibilities of law enforcement in a bias crime investigation.
- Core Topics:**
- Bias Crime Statutes
 - Elements of Bias Crimes
 - Bias Crime Interviews
 - Bias Crime Reporting Requirements

Bombs and Explosives

Hours: 2

Mandated: No

Remediation: None

Goal: Introduce students to safe and effective tactics when responding to incidents involving or potentially involving bombs and/or explosive devices.

Learning Outcomes: Students will be able to:

1. Describe characteristics of a suspicious device or package.
2. Explain the role of an officer in responding to a bomb threat.
3. List procedures to take when a suspicious item is located.

Core Topics:

- Safety
- Law Enforcement Response
- Effects of an Explosion
- Types of Explosions
- Types of Explosives
- Improvised Explosives
- Bomb Threats

Building Search and Tactical Movement

Hours: 16

Mandated: No

Remediation: None

Goal: Introduce students to tactics and movements related to safe and effective building approaches and searches.

Learning Outcomes: Students will be able to:

1. Explain authority to search a given structure.
2. Apply a labeling system to a structure.
3. Determine the appropriate search speed for a given situation.
4. Demonstrate safe building and room entry.
5. Demonstrate safe weapon handling while moving.

Core Topics:

- Principles of Searching
- Building Identification
- Speed of Movement
- Structural Challenges
- Room Entries
- Low Light

Civil Rights and Liabilities

Hours: 4

Mandated: No

Remediation: None

Goal: Introduce students to the United States constitution and understand the duty of officers to protect the rights of all citizens.

Learning Outcomes: Students will be able to:

1. Explain the role of an officer in protecting the rights of all citizens.
2. Identify actions that could expose an officer to potential criminal or civil action.
3. Describe steps that officers can take to reduce exposure to civil liability.

Core Topics:

- Constitutional Rights
- Criminal versus Civil Law
- Civil Liability
- Federal Civil Rights Violations
- Americans with Disabilities Acts
- Qualified Immunity

Child Abuse and Neglect Investigations

- Hours:** 6
- Mandated:** Students must complete 6 hours of Child Abuse Investigations. OAR 259-008-0085 and ORS 419B.005 Training will include, at a minimum: Investigation, identification and reporting of crimes constituting abuse, as defined in ORS 419B.005.
- Remediation:** If possible, remediation should occur during an open remediation block while the student is still at the academy. Students who are unable to remediate hours while at the academy must return to complete the hours with a future class.
- Goal:** Introduce students to statutes and investigatory practices related to reports of child abuse and neglect.
- Learning Outcomes:** Students will be able to:
1. Describe police officer duties under Karly's Law.
 2. Explain the meaning of suspicious physical injury.
 3. Determine if there is an applicable ORS offense represented in a given situation.
- Core Topics:**
- Child Abuse Statutes
 - Karly's Law
 - Suspicious Physical Injury
 - Department of Human Services Referrals
 - Physical Abuse
 - Neglect
 - Investigation Principles
 - Mandatory Reporting

Communication for Policing

Hours: 10

Mandated: No

Remediation: None

Goal: Introduce students to effective policing communication strategies which support the application of adaptive approaches to a variety of circumstances.

Learning Outcomes: Students will be able to:

1. Demonstrate clear communication in a variety of circumstances.
2. Demonstrate the ability to appropriately adapt communication strategies to fit a situation.
3. Demonstrate use of a radio to effectively communicate information to another person.

Core Topics:

- Types of Communication
- Rapport Building, Active Listening, Empathy
- Common Encounters: Field Interviews, Traffic Stops
- Contact Models
- Communication Styles
- Diffusing Conflict
- Effective Commands
- Communicating with Persons in Crisis
- Radio Communication

Community Competency

Hours: 4

Mandated: No

Remediation: None

Goal: Introduce students to the concepts of diversity within a community, the relationship to policing, and approaches to effective police-community interactions.

Learning Outcomes: Students will be able to:

1. Describe how diversity goes beyond race, gender, age, and other observable differences.
2. Understand how human differences can create barriers in police-community relationships.
3. Recognize examples of discrimination faced by marginalized communities.
4. Demonstrate communication that fosters trust.
5. Identify strategies for engaging with diverse communities.

Core Topics:

- Social Bias
- Tools of Discrimination
- Barriers to Effective Relationships
- Increasing Cultural Understanding
- Cultural Humility
- Inclusive Language
- Engaging Diverse Communities

Community Crime Prevention

Hours:	2
Mandated:	No
Remediation:	None
Goal:	Introduce students to research-based crime prevention strategies that can be applied in their communities.
Learning Outcomes:	Students will be able to: <ol style="list-style-type: none">1. Explain the role of police in crime prevention.2. Describe effective crime prevention strategies.3. Recognize risks of unintentional consequences of crime prevention strategies.
Core Topics:	<ul style="list-style-type: none">• 21st Century Policing Report- Pillar 4• Theories of Crime• Effectiveness of Policing Strategies on Crime Prevention• Crime Prevention through Environmental Design (CPTED)• Situational Crime Prevention• Hot Spots Policing

Contact and Cover

Hours:	2
Mandated:	No
Remediation:	None
Goal:	Introduce students to the practice of two officer/one subject contacts and the applicability to various circumstances.
Learning Outcomes:	Students will be able to: <ol style="list-style-type: none">1. Demonstrate the role of the contact officer.2. Demonstrate the role of the cover officer.
Core Topics:	<ul style="list-style-type: none">• Responsibilities of Contact officer• Responsibilities of Cover officer• Agency Specific Considerations• Risks of Complacency

Crash Investigations

- Hours:** 4
- Mandated:** No
- Remediation:** None
- Goal:** Introduce students to the officer's role in traffic crash prevention, response, and investigations.
- Learning Outcomes:** Students will be able to:
1. Describe the basic officer responsibilities in a crash response.
 2. Describe the key elements of a crash investigation.
 3. Identify types of evidence in a crash investigation.
- Core Topics:**
- Crash Prevention
 - Crash Response
 - Traffic Control
 - Crash Investigations
 - Evidence and Collection
 - Crash Scene Documentation
 - Crash Reporting

Criminal Investigations: Introduction

- Hours:** 2
- Mandated:** No
- Remediation:** None
- Goal:** Introduce students to the general principles of conducting a basic criminal investigation.
- Learning Outcomes:** Students will be able to:
1. Demonstrate basic investigatory practices in a given situation.
 2. Describe expectations and roles for a responding officer.
- Core Topics:**
- Criminal Investigation Basics
 - Role of Responding Officer

Criminal Investigations: Investigative Interviewing

Hours: 4

Mandated: No

Remediation: None

Goal: Introduce students to methods of gathering information from various subjects in a criminal investigation.

Learning Outcomes: Students will be able to:

1. Demonstrate effective interview practices.
2. Generate effective and appropriate interview questions in a given situation.
3. Describe the role of interrogation in an investigation.
4. Demonstrate legal interview and interrogation practices.

Core Topics:

- Investigative Interviewing Process
- Witness Interviews
- Victim Interviews
- Suspect Interviews
- Suspect Interrogations

Criminal Investigations: Evidence Collection

Hours: 2

Mandated: No

Remediation: None

Goal: Introduce students to various types of criminal evidence and the corresponding protocols for collecting and submitting evidence for analysis.

Learning Outcomes: Students will be able to:

1. Identify types of evidence.
2. Describe proper evidence handling and collection procedures.

Core Topics:

- Photographs
- Forensic Science
- Types of Evidence
- Evidence Handling and Collection
- Chain of Custody
- Digital Evidence

Criminal Investigations: Complex Investigations

- Hours:** 2
- Mandated:** No
- Remediation:** None
- Goal:** Introduce students to crime scene procedures and the general principles of conducting a more complex criminal investigation.
- Learning Outcomes:** Students will be able to:
1. Describe safe crime scene practices.
 2. Describe general practices to protect crime scenes.
 3. Identify constitutional eyewitness identification practices.
- Core Topics:**
- Initial Response and Prioritization of Efforts
 - Securing the Crime Scene
 - Control of the Scene
 - Documentation
 - Contamination Control
 - Evidence Collection
 - Eyewitness Identification Procedures

Criminal Law: Controlled Substances

Hours: 2

Mandated: No

Remediation: None

Goal: Introduce students to controlled substance offenses as defined by the Oregon Criminal Code.

Learning Outcomes: Students will be able to:

1. Distinguish between types of controlled substance offenses.
2. Apply relevant offense(s) to a given situation.
3. Define the elements of a controlled substance offense.

Core Topics:

- Controlled Substances
- Charging Controlled Substances
- Cannabis
- Alcohol

Criminal Law: Persons

- Hours:** 8
- Mandated:** No
- Remediation:** None
- Goal:** Introduce students to types of offenses against persons as defined in the Oregon Criminal Code.
- Learning Outcomes:** Students will be able to:
1. Distinguish between types of offenses against persons.
 2. Apply relevant offenses(s) to a given situation.
 3. Define the elements of a person crime.
- Core Topics:**
- Assault
 - Criminal Homicide
 - Strangulation
 - Other Person Offenses
 - Trafficking
 - Kidnapping
 - Custodial Interference
 - Sexual Offenses
 - Offenses Against Family

Criminal Law: Property

Hours: 8

Mandated: No

Remediation: None

Goal: Introduce students to types of offenses against property as defined in the Oregon Criminal Code.

Learning Outcomes: Students will be able to:

1. Distinguish between types of offenses against property.
2. Apply relevant offense(s) to a given situation.
3. Define the elements of a property crime.

Core Topics:

- Theft and Related Offenses
- Fraud or Deception
- Other Offenses
- Identity Theft
- Arson and Related Offenses
- Criminal Mischief
- Criminal Trespass and Burglary
- Robbery

Criminal Law: Public Order and Weapons

Hours: 2

Mandated: No

Remediation: None

Goal: Introduce students to types of offenses against public order and weapons offenses as defined in the Oregon Criminal Code.

Learning Outcomes: Students will be able to:

1. Distinguish between types of offenses against public order.
2. Distinguish between types of weapons offenses.
3. Apply relevant offense(s) to a given situation.
4. Define the elements of a public order crime.
5. Define the elements of a weapons crime.

Core Topics:

- Public Order Offenses
- Weapon Related Offenses

Criminal Law: State and Public Justice

Hours: 2

Mandated: No

Remediation: None

Goal: Introduce students to types of offenses against the state and public justice as defined by the Oregon Criminal Code.

Learning Outcomes: Students will be able to:

1. Distinguish between types of offenses against state and public justice.
2. Apply relevant offense(s) to a given situation.
3. Define the elements of a state and public justice crime.

Core Topics:

- State and Public Justice Offenses
- Prostitution Offenses
- Obscenity and Related Offenses
- Animal Offenses

Death Notifications and Investigations

Hours: 2

Mandated: No

Remediation: None

Goal: Introduce students to basic practices in death responses and investigations.

Learning Outcomes: Students will be able to:

1. Demonstrate empathetic and clear communication in a death notification.
2. Describe officer duties in the response and investigation of an unattended death call.
3. Identify resources related to death investigations.

- Core Topics:**
- Death Notifications
 - State Medical Examiner Program
 - Statutes Related to Death Investigations
 - Preliminary Examination
 - Causes and Manner of Death
 - Identification

Defensive Tactics

- Hours:** 52
- Mandated:** Students must complete 47 hours of defensive tactics training.
OAR 259-008-0085 No more than 10% of the course may be missed without the approval of the Director. Absences must be approved and missed coursework or training must be remediated as designated by the Department
- Remediation:** If possible, remediation should occur during an open remediation block while the student is still at the academy. Students who are unable to remediate while at the academy must develop a plan with the Coordinator to remediate in their region or return to complete the hours with a future class.
- Goal:** Introduce students to physical skills and techniques used to affect an arrest or defend against an attack and develop ability to make decisions in stressful and violent situations.
- Learning Outcomes:** Students will be able to:
1. Demonstrate defensive concepts from a standing position.
 2. Demonstrate defensive concepts from a ground position.
 3. Handcuff and search a cooperative subject.
 4. Demonstrate effective decision making under stress.
- Core Topics:** Defensive concepts while standing
- Escort positions
 - Clinch work
 - Standing side control
 - Take Downs
 - “Default” punch defense
 - In-fight weapon access in clinched entanglements

Core Topics
(continued):

Defensive concepts while on the ground

- Getting back to standing
- Escaping full mount
- Escaping side control
- In-fight weapon access in grounded entanglements

Handcuffing

- Cooperative handcuffing
- Searches
- Kneeling and prone cuffing
- High-risk cuffing

Decision making under stress

- Force on Force evolutions

Multitasking under life-threatening circumstances

Domestic Violence Investigations

- Hours:** 8
- Mandated:** Students must complete 8 hours of Domestic Violence Investigations.
OAR 259-008-0085 and ORS 419B.005 Training will include, at a minimum: Investigation, identification and reporting of crimes constituting abuse, as defined in ORS 419B.005 (Definitions), or domestic violence
- Remediation:** If possible, remediation should occur during an open remediation block while the student is still at the academy. Students who are unable to remediate hours while at the academy must return to complete the hours with a future class.
- Goal:** Introduce students to the complex dynamics of domestic violence and develop ability to conduct a safe and effective response and investigation.
- Learning Outcomes:** Students will be able to:
1. Describe the responsibilities of law enforcement in a report of domestic violence.
 2. Identify dynamics of domestic violence that could impact the investigation.
 3. Identify resources for law enforcement and victims in domestic violence investigations.
 4. Articulate a plan for investigation of a given situation.
- Core Topics:**
- Dynamics of Domestic Violence
 - Lethality Indicators
 - Oregon and Federal Statutes
 - Interviewing Children
 - Investigation
 - Protective Orders
 - Foreign Protective Orders
 - Crisis Intervention

Driving While Impaired Investigations

Includes: Standardized Field Sobriety Testing, DUI Report Writing, DUI Legal, DUI Scenarios, and Wet Lab

Hours: 24

Mandated: Students must complete 24 hours of SFST/DUI training
The National Highway Traffic Safety Administration and International Association of Chiefs of Police approve 24 hours of training on impaired driving for SFST certification.

Remediation: If possible, remediation should occur during an open remediation block while the student is still at the academy. Students who are unable to remediate hours while at the academy must return to complete the hours with a future class or provide documentation of having completed an approved regional course.

Goal: Introduce students to the deterrence, detection, apprehension, and investigation of impaired driving crimes.

Learning Outcomes: Students will be able to:

1. Explain factors related to the detection of impaired driving.
2. Describe evidence related to impaired driving.
3. Demonstrate ability to conduct Standardized Field Sobriety Tests in accordance with national standards.
4. Analyze a situation and determine if there is an applicable ORS offense represented.

Core Topics:

- General Deterrence
- Oregon Statutes Related to Driving While Impaired (DWI)
- Detection
- Types of Evidence
- Evidence-Gathering
- Divided Attention Testing
- Horizontal Gaze Nystagmus
- Processing Arrests
- Arrest Reports
- Testifying in DWI Trials

Note- SFST course content is developed by the National Highway Safety Administration (NHTSA) and the International Association of Chiefs of Police (IACP).

Drugs that Impair Driving

Hours: 8

Mandated: Students must complete 8 hours of Drugs that Impair Driving.
ORS 813.131 A police officer may not request a urine test unless the officer is certified by the Department of Public Safety Standards and Training as having completed at least eight hours of training in recognition of drug impaired driving

Remediation: If possible, remediation should occur during an open remediation block while the student is still at the academy. Students who are unable to remediate hours while at the academy must return to complete the hours with a future class or provide documentation of having completed an approved regional course.

Goal: Introduce students to the observation, identification, and documentation of impairment related to drug impaired driving.

Learning Outcomes: Students will be able to:

1. Describe implied consent procedures related to the collection of urine samples.
2. Demonstrate giving instructions for alternative field sobriety tests.
3. List signs of impairment associated with alternative field sobriety tests.
4. Identify signs that indicate methods of ingestion.
5. Describe signs and symptoms associated with drug categories.
6. Recognize signs and symptoms of polydrug use in drivers.
7. Describe signs and symptoms associated with common medical conditions which can mimic drug impairment.
8. Articulate appropriate response to drivers with apparent medical conditions.

Core Topics:

- Impact on Communities
- ORS 813.131 (2)
- Alternative Field Sobriety Tests
- Drugs and Methods of Ingestion

**Core Topics
(continued):**

- Seven Categories of Drugs as Identified by the DECP
- Polydrug Use
- Medical Conditions that Mimic Impairment

Note- Course content is developed through a collaborative effort of DPSST and the Oregon Drug Evaluation & Classification Program (DECP). The subject matter is derived from curriculum by the National Highway Traffic Safety Administration (NHTSA) and the International Association of Chiefs of Police (IACP).

Effective Interactions with the Deaf and Hard of Hearing Community

Hours: 2

Mandated: No

Remediation: None

Goal: Introduce students to the Deaf and hard of hearing community, including legal considerations and tools to improve interactions.

Learning Outcomes: Students will be able to:

1. Identify appropriate auxiliary aides.
2. Accurately assess a situation to determine whether an auxiliary aid, including an interpreter, is required.
3. Demonstrate effective and professional communication.

Core Topics:

- Civil Rights- Americans with Disabilities Act
- Increasing Cultural Understanding
- Tactical Social Interactions
- Effective Interactions
- De-escalation and Diffusing Hostilities
- Police as Guardians
- Cultural Vulnerabilities
- Communicating through an Interpreter

Elder Abuse Investigations

Hours: 4

Mandated: No

Remediation: None

Goal: Introduce students to basic factors related to elder abuse response and investigations.

Learning Outcomes: Students will be able to:

1. Define the responsibilities of law enforcement in a report of elder abuse.
2. Identify potential indicators of elder abuse.
3. Articulate a plan for investigation of a given situation.

Core Topics:

- Elder Abuse Statutes
- Mandatory Reporting
- Adult Protective Services
- Communication
- Physical Abuse
- Sexual Abuse
- Psychological Abuse
- Abandonment
- Financial Exploitation
- Neglect
- Self-Neglect

Emergency Vehicle Operations

Hours:	44
Mandated:	<p>Students must complete sessions 6, 10, and 11 (12 hours).</p> <p>ORS 181A.440 shall include in the minimum training required for basic certification as a police officer under ORS 181A.490- The law, theory, policies and practices related to vehicle pursuit driving and, as facilities and funding permit, vehicle pursuit training exercises.</p> <p>OAR 259-008-0085 Training will include, at a minimum: (A) Training on law, theory, policies and practices related to pursuit driving; (B) Vehicle pursuit exercises</p>
Remediation:	<p>If possible, remediation should occur during an open remediation block while the student is still at the academy. Students who are unable to remediate hours while at the academy must return to complete the hours with a future class.</p>
Goal:	<p>Introduce students to safe and efficient operation of emergency vehicles.</p>
Learning Outcomes:	<p>Students will be able to:</p> <ol style="list-style-type: none">1. Demonstrate safe emergency vehicle operations.2. Demonstrate sound judgment and decision-making when operating an emergency vehicle.
Core Topics:	<ul style="list-style-type: none">• The Science of Driving• Legal Considerations• Driving Techniques• Electronic Safety and Control Systems• Drivetrain Configurations

Emotional Intelligence

Hours: 8

Mandated: No

Remediation: None

Goal: Introduce students to the competencies of emotional intelligence and how they relate to their role as a police officer.

Learning Outcomes: Students will be able to:

1. Identify emotional intelligence competencies in situational context.
2. Analyze an interaction and assess emotional intelligence.
3. Describe what emotional intelligence means to their role as a police officer.
4. Demonstrate emotional intelligence competencies.

Core Topics:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Management
- Empathy
- Stress

Ethics

Hours: 6

Mandated: No

Remediation: None

Goals:

1. Introduce students to human behavior and risk factors that can lead to unethical behavior.
2. Enhance students' ability to recognize and report unethical behavior.

Learning Outcomes:

Students will be able to:

1. Summarize the ethical standards and expectations of a police officer.
2. Describe how conscious and non-conscious processes in the human brain impact behavior.
3. Identify risk factors that can lead to unethical behavior.
4. Articulate strategies for reporting unethical behavior.

Core Topics:

- Brain Processes and Behavior
- Ethical Standards and Expectations
- Risk Factors for Unethical Behavior
- Reporting Unethical Behavior

Firearms

Hours:	52
Mandated:	<p>Students must complete 47 hours of firearms training.</p> <p>OAR 259-008-0085 No more than 10% of the course may be missed without the approval of the Director. Absences must be approved and missed coursework or training must be remediated as designated by the Department</p> <p>Students must demonstrate proficiency in firearms skills by achieving a passing score on the handgun qualification course.</p> <p>OAR 259-008-0085 Basic Police Course students must:</p> <p>(A) Successfully complete course projects and assignments</p>
Remediation:	<p>If possible, remediation should occur during an open remediation block while the student is still at the academy. Students who are unable to remediate while at the academy must develop a plan to remediate in their region or return to complete the hours with a future class.</p>
Goals:	<p>Introduce students to the use, limitations, and techniques of the service handgun.</p> <p>Develop a students' ability to effectively use firearms to defend themselves, a partner, or a third party against a deadly force encounter.</p>
Learning Outcomes:	<p>Students will be able to:</p> <ol style="list-style-type: none">1. Articulate critical firearms safety rules.2. Achieve a passing score on the qualification.3. Demonstrate safe and proficient firearms handling skills.4. Describe the difference between cover and concealment and how to correctly use cover.
Core Topics:	<ul style="list-style-type: none">• Safety• Pistol Nomenclature• Stance• Grip and Draw• Trigger• Aiming

Core Topics

(continued):

- Load and Unload
- Sight Picture and Alignment
- Malfunctions
- Cover
- Single Hand
- Reactionary Gap
- Movement
- Multiple Targets
- South/SUL
- Low Light Visual Impairment
- Vehicles
- After-Action
- Team Movement
- Communication
- Off Duty Consideration

Fitness and Nutrition

Hours: 6

Mandated: No

Remediation: None

Goal: Introduce students to fitness and nutrition principles as related to both occupational and lifestyle wellness.

Learning Outcomes: Students will be able to:

1. Demonstrate breathing techniques to improve performance.
2. Identify the three macronutrients and the roles each plays in nutrition.
3. Recognize and assess the benefits and pitfalls of various diet plans.
4. Identify the nutritional and timing needs of macronutrients for the body.
5. Assess the amount of carbohydrate, protein and fat in personal diets.

Core Topics:

- Performance Breathing
- Nutrition
- Fitness
- Basic Health
- Hydration

History of Policing

Hours: 2

Mandated: No

Remediation: None

Goal: Introduce students to the evolution of American policing and what that means for law enforcement professionals today.

Learning Outcomes: Students will be able to:

1. Describe the characteristics of the major policing eras.
2. Explain how the history of law enforcement in America has impacted the role of police today.
3. Explain how the history of law enforcement in America has impacted the perception of police today.

Core Topics:

- Eras of Policing
- Peel's Principles
- Origins of American Policing
- Oregon History
- Impact of History on Communities

Human Trafficking

Hours:	2
Mandated:	No
Remediation:	None
Goal:	Introduce students to the recognition of and response to human trafficking crimes.
Learning Outcomes:	Students will be able to: <ol style="list-style-type: none">1. Identify red flags of human trafficking.2. Identify resources for victims of human trafficking.
Core Topics:	<ul style="list-style-type: none">• Federal Trafficking Victims Protection Act• Intersection of Violence• Labor Trafficking• Sex Trafficking

Implicit Bias

Course Hours: 8

Mandated: Students must attend 8 hours of implicit bias training.

HB 2162 (2021)- Equity training requirement

ORS 181A.410- The department shall recommend, and the board shall establish by rule, an educational program that the board determines will be most effective in reducing profiling

Remediation: If possible, remediation should occur during an open remediation block while the student is still at the academy. Students who are unable to remediate hours while at the academy must return to complete the hours with a future class.

Goal: Introduce students to the concept of cognitive bias and the implications on policing.

Learning Outcomes: Students will be able to:

1. Explain the impact of bias on perceptions.
2. Identify situations where decisions may be inappropriately impacted by bias.
3. Identify steps to avoid biased-based policing.

Core Topics:

- Science of Bias
- Implicit Associations
- Racially Biased Policing
- Minimizing Bias
- Lived Experience

Indian Country Law

- Hours:** 2
- Mandated:** Students must complete 2 hours of Indian Country Law.
To be required by OAR per HB 4102 MMIP (2022).
- Remediation:** If possible, remediation should occur during an open block while the student is still at the academy. Students who are unable to remediate hours while at the academy must return to complete the hours with a future class.
- Goal:** Introduce students to the application and limitations of state criminal law on tribal trust land in Oregon.
- Learning Outcomes:** Students will be able to:
1. Identify general jurisdictional rules for crimes taking place in Indian Country.
 2. Determine if Public Law 280 applies to a given situation.
 3. Explain how the role of the offender relates to jurisdictional decisions.
 4. Explain how the role of the victims relates to jurisdictional decisions.
 5. Explain how the actual crime relates to jurisdictional decisions.
 6. Explain the impact of Full Faith and Credit on domestic violence protective orders.
- Core Topics:**
- Oregon Indian Country
 - Criminal Jurisdiction Factors
 - Public Law 280
 - Domestic Violence and Tribal Protection Orders
 - Missing and Murdered Indigenous Persons Resources

Intoxilyzer

Hours: 6

Mandated: No

Remediation: None

Course Goal: Introduce students to the processes and steps to conduct valid breath alcohol testing.

Learning Outcomes: Students will be able to:

1. Successfully complete a breath test using the Intoxilyzer system.
2. Demonstrate working knowledge of DUII laws.
3. Demonstrate working knowledge of implied consent laws.

Core Topics:

- Oregon DUII Laws
- Implied Consent
- Criminal versus Administrative Law
- Blood and Urine Collection Procedures
- Documentation
- Oregon DUII Case Law
- Intoxilyzer Operation

Note- The Oregon State Police provide this course content.

Introduction to the Justice System

Hours: 4

Mandated: No

Remediation: None

Goal: Introduce students to the structure and processes of the justice system and the Oregon Criminal Code.

Learning Outcomes: Students will be able to:

1. Locate definitions and offenses in the Oregon Criminal Code offenses.
2. Describe sources of law.
3. Describe the role of police within the justice system.

Core Topics:

- Sources of Law
- Court Systems
- Justice System Components
- Justice System Stages
- Oregon Revised Statutes
- Criminal Liability

Juvenile Law and Interactions

Hours:	4
Mandated:	No
Remediation:	None
Goals:	<p>Introduce students to the differences between juvenile and adult justice systems.</p> <p>Introduce students to the role of adolescent development in interactions and investigations involving juveniles.</p>
Learning Outcomes:	<p>Students will be able to:</p> <ol style="list-style-type: none">1. Describe police officer duties in the response and investigation of juvenile-involved calls.2. Describe the difference between a dependency and a delinquency matter.3. Recognize the risks of juvenile investigations.
Core Topics:	<p>Dependency</p> <ul style="list-style-type: none">• Mandatory Reports• Karly's Law• Juvenile Court• Protective Custody• Terminology <p>Delinquency</p> <ul style="list-style-type: none">• Juvenile Court• Terminology• Custody• Juvenile Justice Delinquency Prevention Act• Detention• Status Offenses <p>Investigations Involving Juveniles</p> <ul style="list-style-type: none">• Interview/Interrogation Best Practices

Missing Persons Investigations

- Hours:** 2
- Mandated:** Students must complete 2 hours of Missing Persons Investigations. OAR 259-008-0085 and ORS 181A.460 Training will include, at a minimum: The investigation and reporting of cases of missing children and adults
To be required by OAR per HB 4102 MMIP (2022).
- Remediation:** If possible, remediation should occur during an open remediation block while the student is still at the academy. Students who are unable to remediate hours while at the academy must return to complete the hours with a future class.
- Goal:** Introduce students to types of missing persons cases and the different approaches to investigations.
- Learning Outcomes:** Students will be able to:
1. Identify investigation considerations for various types of missing person cases.
 2. List criteria required to initiate an AMBER Alert.
 3. Describe best practices for responding to cases of missing or murdered American Indian and Alaska Natives.
- Core Topics:**
- State and Federal Statutes Related to Missing Persons
 - Missing Vulnerable Adults
 - Missing Children
 - Family Abductions
 - Non-Family Abductions
 - Runaway Children
 - Lost, Injured, or Otherwise Missing Children
 - Missing Children with Special Needs
 - Critically Missing Young Adults
 - Missing and Murdered American Indian and Alaska Natives
 - AMBER Alert

Motor Vehicle Code

Hours: 6

Mandated: No

Remediation: None

Goal: Introduce students to the Oregon Vehicle Code and other special considerations that are relevant to the daily enforcement activities of the patrol officer.

Learning Outcomes: Students will be able to:

1. Apply the associated statutes to overall traffic enforcement efforts in a given situation.
2. Identify the three special zones and how they relate to traffic safety.
3. Identify when these special considerations should be used in traffic enforcement.

Core Topics:

- Common Traffic Violations
- Traffic Crimes
- Other Violations
- Special Considerations

Officer in Court and Mock Trial

Hours: 10

Mandated: No

Remediation: None

Goals: Introduce students to courtroom basics, including types of proceedings, and the role of the officer and other parties in proceedings.

Develop students' ability to provide courtroom testimony.

Learning Outcomes:

Students will be able to:

1. Describe the role of the officer in various court proceedings.
2. Demonstrate basic courtroom testimony skills.

Core Topics:

- Court System Review
- Court Participants: Judge, District Attorney, Defense Attorney, Law Enforcement, Juries
- Criminal Proceedings
- Law Enforcement Testimony: Knowledge of the Facts of the Case; Knowledge of Laws, Policies, and Procedures; Your Character
- Preparing for Court
- Presenting in Court
- Traffic Cases

Physical Fitness and ORPAT

Hours:	22	4
Mandated:	<p>Students must complete 20 hours of Physical fitness training.</p> <p>OAR 259-008-0085 No more than 10% of the course may be missed without the approval of the Director. Absences must be approved and missed coursework or training must be remediated as designated by the Department</p>	<p>Students must complete ORPAT within the timeframe as established by DPSST</p> <p>OAR 259-008-0085 Basic Police Course students must:</p> <p>(E) Effective January 1, 2007, successful completion of the Oregon Physical Abilities Test (OR-PAT).</p>
Remediation:	<p>If possible, remediation should occur during an open remediation block while the student is still at the academy. Students who are unable to remediate while at the academy must develop a plan with the Coordinator to remediate in their region.</p>	<p>Students will have three opportunities to pass the ORPAT during their academy. If students do not complete the ORPAT within the time standard on any of the three attempts, they must return to remediate with a future class.</p>
Goals:	<p>Introduce students to the importance of both lifetime and occupational fitness.</p> <p>Introduce students to different training modalities to fit individual lifestyles and interests.</p>	
Learning Outcomes:	<p>Students will be able to:</p> <ol style="list-style-type: none">1. Participate in a series of exercises designed to increase cardiovascular endurance through anaerobic exercise.2. Participate in alternating exercises designed to increase foot speed/agility and core strength.3. Participate in a series of activities that are designed to build both muscular strength and cardiovascular endurance.4. Participate in physical fitness testing designed to provide feedback on the progress of their training.	

Core Topics:

- Cardiovascular Endurance
- Core Strength
- Speed and Agility Conditioning
- Muscle Failure Thresholds and Proprioceptive Neuromuscular Facilitation
- Aerobic and Anaerobic Capacity

Problem-Oriented Policing

Hours: 2

Mandated: No

Remediation: None

Goal: Introduce students to problem-solving approaches in relation to addressing community problems.

Learning Outcomes: Students will be able to:

1. Identify the steps of the SARA model.
2. Apply problem-oriented policing strategies to a given circumstance.

Core Topics:

- Role of Police
- Problem-Oriented Policing
- Problem-Solving
- SARA Model

Problem-Solving

Hours: 2

Mandated: No

Remediation: None

Goal: Introduce students to strategies for enhancing critical thinking skills.

Learning Outcomes: Students will be able to:

1. Recognize the importance of active engagement in the learning process.
2. Use critical thinking strategies to increase academy success.
3. Develop a plan for continued use of critical thinking strategies post academy.

Core Topics:

- Role of Thinking
- The Basic Police Academy Classroom Model
- Higher Order Thinking
- Studying for Higher Order Thinking
- Active Reading

Procedural Justice

- Hours:** 4
- Mandated:** Students must complete 4 hours of Procedural Justice.
Pending requirement as part of HB 2162- Equity Training Requirement (2022).
- Remediation:** If possible, remediation should occur during an open remediation block while the student is still at the academy. Students who are unable to remediate hours while at the academy must return to complete the hours with a future class.
- Goal:** Introduce students to the concept of procedural justice and its role in police legitimacy.
- Learning Outcomes:** Students will be able to:
1. Compare and contrast legal and legitimate actions.
 2. Describe the four pillars of procedural justice.
 3. Demonstrate the pillars of procedural justice in a given situation.
- Core Topics:**
- Police Legitimacy
 - Fairness
 - Pillars of Procedural Justice
 - Community Perceptions
 - Community Trust

Procedural Law

Hours: 10

Mandated: Students must complete 10 hours of Procedural Law.
OAR 259-008-0085 and ORS 181A.470 Training will include, at a minimum: The requirements of the Vienna Convention on Consular Relations, including situations in which officers are required to inform a person of the person's rights under the convention.

Remediation: If possible, remediation should occur during an open remediation block while the student is still at the academy. Students who are unable to remediate hours while at the academy must return to complete the hours with a future class.

Goal: Introduce students to both the legal authority and limitations of policing duties.

Learning Outcomes: Students will be able to:

1. Compare and contrast the three types of encounters.
2. Evaluate the justification for an encounter in a given situation.
3. Determine probable cause in a given situation.
4. Recall requirements for consular notification under the Vienna Convention.
5. Analyze a situation and determine if Miranda applies.
6. Demonstrate the legal and appropriate application of Miranda in a given situation.
7. Assess search and seizure authority in a given situation.
8. Describe the limitations of a search in a given situation.

Core Topics:

- Types of Encounters: Mere Conversations, Stops, Arrests
- Stops: Federal and Oregon Law
- Arrests: Oregon Law
- Probable Cause
- Consular Notification
- Custody and Interrogation

Core Topics
(continued):

- Miranda Warning
- Search and Seizure
- Searches with a Warrant
- Searches without a Warrant

Report Writing

- Hours:** 10
- Mandated:** Students must complete report assignments to a satisfactory standard as determined by the grading rubric
OAR 259-008-0085 Basic Police Course students must:
(A) Successfully complete course projects and assignments
- Remediation:** Students failing to obtain a passing grade on report assignments must resubmit their revised work for grading. When possible, remediation should occur while the student is still at the academy. Students unable to remediate while at the academy must arrange with the Class Coordinator a process for resubmitting work.
- Goal:** Develop students report writing skills to document information discovered and received during an investigation.
- Learning Outcomes:** Students will be able to:
1. List relevant information to document in an investigation.
 2. Demonstrate use of universal report writing criteria.
 3. Compile notes and investigatory materials into a police report.
- Core Topics:**
- Field Notebooks
 - Recording Interviews
 - Report Writing Criteria
 - Report Sections
 - Probable Cause Statements
 - Reviewing and Proofreading

Resiliency

Hours: 8

Mandated: No

Remediation: None

Goal: Introduce students to job-related stressors and strategies to support emotional, physical, and mental health.

Learning Outcomes: Students will be able to:

1. Explain the concept of vicarious trauma as it relates to policing.
2. Identify thinking errors that contribute to negative thinking patterns.
3. Evaluate self-use of protective factors.
4. List stress management techniques.
5. Develop a plan to implement healthy ways to address potential trauma or stress post academy.

- Core Topics:**
- Resiliency
 - Awareness
 - Stress
 - Vicarious Trauma
 - Triggers
 - Thinking Errors
 - Strategies
 - Stress Reduction
 - Support Systems
 - Coping Skills
 - Police Suicide

Roles and Responsibilities

Hours:	4
Mandated:	No
Remediation:	None
Course Goal:	Introduce students to police functions and the role of community policing.
Learning Outcomes:	Upon completion of instruction, students will be able to: <ol style="list-style-type: none">1. Identify sources of police authority.2. Explain three categories of police functions.3. Compare and contrast reactive and proactive policing.4. Assess the role of a warrior/guardian mindset.5. Explain the role of police in community policing.6. Explain the role of the community in community policing.
Core Topics:	<ul style="list-style-type: none">• Sources of Authority: United States Constitution, Oregon Constitution, Community• Police Functions<ul style="list-style-type: none">○ Service Delivery○ Order Maintenance○ Law Enforcement• Reactive and Proactive Policing• Mindset: Warrior and Guardian• Community Policing• Engaging Diverse Communities

Sexual Assault Investigations

Hours: 4

Mandated: No

Remediation: None

Course Goal: Introduce students to factors related to sexual assault response and investigations using a victim centered and trauma-informed approach.

Learning Outcomes: Students will be able to:

1. Explain victim centered approach.
2. Explain offender focused approach.
3. Identify factors which individuals vulnerable to sexual assault.
4. Describe the role of trauma in a sexual assault investigation.
5. Demonstrate trauma-informed victim interviewing practices.
6. Analyze a situation and determine if there is an applicable ORS offense represented.

- Core Topics:**
- Law Enforcement Role in Violence Prevention
 - Victim Centered/Offender Focused
 - Terms and Definitions
 - Media and Culture
 - Neurobiology of Trauma
 - Victim Interviewing
 - Report Writing
 - Medical Forensics and SARTS

Note- This course content was developed for DPSST by the Oregon Attorney Generals Sexual Assault Task Force (OAGSATF)

Skills Lab

Hours: 10

Mandated: No

Remediation: None

Goal: Introduce students to the intersection and application of physical skills in novel situations.

Learning Outcomes: Students will be able to:

1. Apply knowledge and skills in new combinations.
2. Apply knowledge and skills in new contexts or environments
3. Apply problem solving skills to effectively combine knowledge and skills in a given situation.

Core Topics:

- Decision Making Under Stress
- Less Lethal Options & Application
- Skills Application Around Vehicles
- Bridging Skills

Special Programs

Hours:	4
Mandated:	No
Remediation:	None
Goal:	Introduce students to a variety of specialized policing and policing adjacent topics.
Learning Outcomes:	Students will be able to: <ol style="list-style-type: none">1. Describe the relationship between the role of a patrol officer and specialized programs.2. Identify patrol resources that can be accessed from the field.
Core Topics:	Rotating: <ul style="list-style-type: none">• The Role of Parole & Probation• Safe Tactics When Working With K-9s• Introduction to Working with Criminal Intelligence• FBI Special Presentation

Supporting Victims of Crime

Hours: 1

Mandated: No

Remediation: No

Goal: Introduce students to victim's rights laws and practices.

Learning Outcomes: Students will be able to:

1. Describe the rights of victims as guaranteed by Oregon law.
2. Explain notification responsibilities for law enforcement related to victims.
3. Describe methods of supporting victims.

- Core Topics:**
- Victim's Rights
 - Oregon Victim's Rights Laws
 - Oregon Crime Victim's Bill of Rights
 - Statutory Application
 - Major Needs of Victims
 - Resources

Tactical Medicine

Hours: 3

Mandated: No

Remediation: None

Goal: Introduce students to techniques for improving the survivability of victims, self, and fellow officers during violent circumstances.

Learning Outcomes: Students will be able to:

1. Describe critical factors in hemorrhage control.
2. Apply a tourniquet to self and others.

Core Topics:

- Hartford Consensus THREAT Response
- Hemorrhage Control
- Tourniquet Use
- Tactical Emergency Casualty Care Guidelines

Threat Assessment

Hours: 2

Mandated: No

Remediation: None

Goal: Introduce students to basic factors related to assessing and preventing acts of targeted violence.

Learning Outcomes: Upon completion of instruction, students will be able to:

1. Describe the role of police in violence prevention.
2. Identify factors related to the pathway to violence.
3. Describe key findings related to the behaviors of active shooters.

Core Topics:

- Targeted Violence
- Pathway to Targeted Violence
- Evaluating Behaviors and Risk Factors

Use of Force: Law and Decision Making

Hours:	22	20
Mandated:	Students must complete 20 hours of Use of Force Law and Decision-Making classroom.	Students must complete 18 hours of use of force/decision making scenarios (live and/or simulation).

OAR 259-008-0085 No more than 10% of the course may be missed without the approval of the Director. Absences must be approved and missed coursework or training must be remediated as designated by the Department

Remediation: If possible, remediation should occur during an open remediation block while the student is still at the academy. Students who are unable to remediate while at the academy must develop a plan to remediate in their region or return to complete the hours with a future class.

Goal: Develop students' understanding of the legal authority guiding use of force decisions and the ability to apply that authority appropriately.

Learning Outcomes: Students will be able to:

1. Articulate authority guiding an officer's use of force.
2. Describe subject behaviors that could require officer intervention or response.
3. Describe governmental interest in a given situation.
4. Contrast "type" and "amount" of force that can be used by officers.
5. Demonstrate effective communication to include verbal warnings.
6. Analyze a given situation and respond with a reasonable type and amount of force.

Core Topics:

- Civilian Use of Force Law
- The Reasonable Officer Standard
- Communication: Before and During the Use of Force
- Evaluating the Severity of a Crime
- Identifying an Immediate Threat
- Resisting Arrest
- Evading Arrest by Flight
- Totality of the Circumstances
- Types and Amounts of Force
- Oregon Use of Force Laws
- Force and Behavior Health

Vehicle Stops

Hours: 32

Mandated: Students must complete 29 hours of vehicle stops training.
OAR 259-008-0085 No more than 10% of the course may be missed without the approval of the Director. Absences must be approved and missed coursework or training must be remediated as designated by the Department

Remediation: If possible, remediation should occur during an open remediation block while the student is still at the academy. Students who are unable to remediate while at the academy must develop a plan to remediate in their region or return to complete the hours with a future class.

Goal: Introduce students to unknown and high-risk vehicle stops, including various approaches to vehicle stops, safe tactics, and issuing citations.

Learning Outcomes: Students will be able to:

1. Evaluate a given situation and determine if there is an applicable Vehicle Code statute present.
2. Demonstrate legal and safe initiation of a vehicle stop.
3. Demonstrate safe positioning and approach when conducting an unknown risk vehicle stop.
4. Demonstrate clear and procedurally just communication in a vehicle stop.

Core Topics:

- Legal Authority
- Initiating a Stop
- Pre-Stop Preparations
- Stop Practices
- Patrol Car Positioning
- Approaching Vehicles
- Positions of Contact
- Communication
- Citations

RESOURCES

Resources

Lum, C., Koper, C.S., Gill, C., Hibdon, J., Telep, C. & Robinson, L. (2016). An Evidence Assessment of the Recommendations of the President's Task Force on 21st Century Policing: Implementation and Research Priorities. Fairfax, VA: Center for Evidence-Based Crime Policy, George Mason University. Alexandria, VA: International Association of Chiefs of Police.

President's Task Force on 21st Century Policing. (2015). Final Report of the President's Task Force on 21st Century Policing. Office of Community Oriented Policing Services. Retrieved from https://cops.usdoj.gov/pdf/taskforce/taskforce_finalreport.pdf

Vila, B., James, S., & James, L. (2018). How police officers perform in encounters with the Public. *Policing: An International Journal*, 41 (2), 215-232.