



Commonwealth of Pennsylvania  
Municipal Police Officers' Education and Training Commission  
Study Guide for the Certification Examination

The Certification Examination required by the Municipal Police Officers' Education and Training Commission (MPOETC) to be eligible for certification as a municipal police officer in the Commonwealth of Pennsylvania is a 200-question compressive examination. All the questions on the examination are multiple choice. Applicants will be charged a fee of \$100 at the time of application (waived for applicants who are hired by a police department) and will have three (3) attempts to successfully pass the examination. A minimum score of 72% or higher is required to pass the examination. Participants will be afforded three (3) hours and 15 minutes to complete the examination.

This study guide provides a summary of each area of instruction and includes the learning objectives taught in each section of the 2020 Basic Recruit Curriculum for Municipal Police Officers. The Certification Examination questions are written based on these learning objectives but will be relevant to similar instruction provided under a different version of the curriculum. Below is a chart showing how many questions are drawn from each section.

<b>Curriculum</b>	<b>Number of Questions</b>
01. Introduction to the Academy	0
02. Introduction to Law Enforcement in PA	10
03. Laws and Criminal Procedures	59
04. Juveniles	3
05. Human Relations	7
06. Responding to Special Needs	8
07. Homeland Security	2
08. Vehicle Code Enforcement	16
09. Crash Investigation	7
10. Patrol Procedures and Operations	37
11. Criminal Investigation	20
12. Drug Law Enforcement	4
13. Case Presentation	7
14. Operation of Patrol Vehicles	4
15. Physical and Emotional Readiness	1
16. Defensive Tactics	3
17. Firearms	6
18. Emergency Response Training	2
19. Handling Arrested Persons	4
<b>Total</b>	<b>200</b>



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## **VOLUME 1: INTRODUCTION TO THE ACADEMY**

This Volume provides a basic overview of the Authority, Role, Function, and Mission of the Commission and speaks of the impact that the Commission has on police academies and police officers in Pennsylvania.

### **Volume 1, Section E: Role and Function of MPOETC**

- I. Discuss the impact of MPOETC on police academies and municipal police officer careers.
- II. Identify the powers and duties of MPOETC.
  - a. Understand the provisions of Act 120 of 1974.
  - b. Understand the regulations governing municipal police officers.
  - c. Describe the requirements for certification as a municipal police officer.

Act 120 (Title 53, Chapter 21, Subchapter D)

<https://www.legis.state.pa.us/WU01/LI/LI/CT/HTM/53/00.021..HTM>

Title 37 § 203

<https://www.pacode.com/secure/data/037/chapter203/chap203toc.html>

## **VOLUME 2: INTRODUCTION TO LAW ENFORCEMENT IN PENNSYLVANIA**

Volume 2 presents concepts that are basic to the law enforcement function and will be interwoven throughout the basic curriculum. In this volume, the Cadet begins to understand the importance of the relationship that law enforcement has with the community and the impact that they can have on society, both individually and as a profession. Cadets will learn the importance of ethical behavior, why policies and standards exist to enhance ethical decision-making, and what happens when ethical decision-making is lost.

The importance of proper report writing and note taking will also be addressed through lecture and practical exercises within the context of the various types of reports that the Cadet may encounter on the job. Emphasis is placed on the characteristics of a good report, the effect that good or bad reporting has on the outcome of an incident, and the need for confidentiality and what that means.

In addition, the Cadet will receive a basic historical overview of law enforcement, a general overview of the government and the role that law enforcement plays within each branch, and a



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general overview addressing the goals of the criminal justice system, the agencies within that system, and the interconnection law enforcement has with each of the other components. Cadets will begin to grasp the concept of how the criminal justice process is carried out from beginning to end and what their function is within that process.

**Volume 2, Section A: History and Principles of Law Enforcement**

- I. Develop an appreciation for the origins of law enforcement and how that impacted the principles of modern policing.
- II. Know the history and principles of law enforcement.
  - a. Define from where police power and authority are derived and the potential impact of its misuse on the community.
  - b. Define what is meant by social control and indicate the police role in the social control process.
  - c. Demonstrate an understanding of the English heritage of American policing and the importance of Sir Robert Peel and the London Metropolitan Police Act.
  - d. Identify emerging trends of law enforcement organization.
  - e. Identify various police functions within the legal system.
  - f. Define how the civil law may be used by citizens to redress poor, inadequate, or negligent treatment provided by police officers.

**Volume 2, Section B: Ethics and Moral Issues**

- I. Respect the importance of ethical behavior in law enforcement.
- II. Recognize and report violations of laws and professional standards in the Law Enforcement community.
  - a. Recognize and report misconduct of other officers.
  - b. Define law enforcement misconduct.
- III. Recognize and apply ethical standards while performing law enforcement duties within the community.
  - a. Define the terms "ethics" and "professionalism."
  - b. Identify why high ethical standards are important to law enforcement.
  - c. Define discretion and its role in law enforcement.
  - d. Identify the Law Enforcement Code of Ethics.
  - e. Identify the principal elements of a police code of conduct and identify how it relates to community policing in terms of actions and performances.
  - f. Define the difference between unethical and illegal.
  - g. Identify how immoral conduct by an officer adversely affects the officer in the performance of his/her official duties.
  - h. Identify standard practices related to acceptance of gratuities.



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- i. Identify the range of punishments that an officer may be exposed to for unethical behavior.

**Volume 2, Section C: Community-Oriented Policing and Problem-Solving**

- I. Develop an appreciation for Community-Oriented Policing.
- II. Explain how the principles of Community-Oriented Policing improve relationships, and address concerns of citizens.
  - a. Define what is meant by the public trust and the police officer's responsibility for maintaining the public trust.
  - b. Identify the major sources of conflict between the police and the community.
  - c. Define the differences between public relations and community relations.
  - d. Define how community attitudes toward the police are formed, and what the officer can do to improve these attitudes.
  - e. Define the human interaction components of effective police and community relations.
- III. List community resources that provide alternative solutions to offenders.
  - a. Define sources of community support for law enforcement and how this support can be used to improve police and community relations.
  - b. Explain the basic principles of problem-solving and how it can positively impact policing and community relations.
- IV. Describe alternative ways to address situations other than arrest.
  - a. Identify the elements of a personal and professional code of conduct.
  - b. Define the basic elements of crime prevention programs and give illustrations of programs designed for crime prevention.

**Volume 2, Section D: PA Criminal Justice System**

- I. Conform to the requirements of the PA Criminal Justice System.
- II. Explain the PA Criminal Justice System as defined within the PA Constitution.
  - a. Identify the major goals of the criminal justice system.
  - b. Identify the major agencies within each of the criminal justice system components.
  - c. Identify the divisions of the Pennsylvania Court System, their functions and the methods for appeal.
  - d. Identify the major elements of court procedure for presenting criminal offenders.



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- III. Explain processes for staying current on laws and criminal procedures.
  - a. Identify the resources available to police officers to learn about new laws and court cases.
- IV. Use criminal justice databases to gather information related to suspects, crimes, events, etc.
  - a. Outline resource areas that police officers can obtain information from regarding crimes statistics and offenders.

**Volume 2, Section E: Report Writing and Notes**

- I. Appreciate how documentation can affect the criminal justice system.
- II. Distinguish between effective and ineffective police reports.
  - a. Identify characteristics as essential to a good report.

**Sample Questions for Section 02. Introduction to Law Enforcement in Pennsylvania**

In the Commonwealth of Pennsylvania, which court is at the top of the hierarchy and has the most judicial authority?

- a. Court of Common Pleas
- b. Commonwealth Court
- c. Pennsylvania Supreme Court
- d. Pennsylvania Superior Court

Which of the following is NOT one of Pennsylvania's Branches of Government?

- a. Judicial
- b. Executive
- c. Legislative
- d. Federalist



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In 1829, who established the London Metropolitan Police Force, became known as “the Father of Modern Policing”, and developed a list of policing principals that are still valid today in law enforcement?

- a. Sir Robert Peel
- b. Henry Fielding
- c. Sir Francis Galton
- d. Alphonse Bertillon

### **VOLUME 3: LAWS AND CRIMINAL PROCEDURES**

Volume 3 begins by presenting a brief history and the key elements of the U.S. and Pennsylvania Constitutions, and the Bill of Rights for each. Cadets will learn where police power emanates from and how they can legally interact with various municipalities/jurisdictions through Mutual Aid agreements and the Municipal Police Jurisdiction Act.

Cadets will focus on the PA Crimes Code and the Rules of Criminal Procedure. Pertinent information about Pennsylvania laws and how to enforce those laws will be examined. Cadets will learn the criteria necessary to make an appropriate arrest, the importance of Miranda, and ethical considerations to keep in mind when making that arrest. In accordance with the Rules of Criminal Procedure, Cadets will be taught how to initially present a case to a Magisterial District Judge, learn how the case might progress to Commonwealth Court for further action, and what their involvement might be in that process.

Laws and procedures regarding search and seizure and the criteria required to detain and/or arrest a person will also be covered in this volume. The legal principles behind search and seizure rules, case law, and the exceptions that apply will be reviewed. In addition, the Cadets will learn how to execute a Search Warrant properly, including what items should and should not be seized, and how to complete that process.

The principles of admissions and confessions will be examined. The Cadets will gain respect for the legal and ethical issues that they must remember when interviewing or interrogating a person suspected of committing a crime. Instructors will address what a successful interview is, what the constitutional requirements are (keeping Miranda in mind) and educate the Cadets as to the proper procedures and techniques they should use in an ethical interview.



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The history and purpose of Civil Law and how that differs from Criminal Law will be examined. The most common civil complaints that are likely to be encountered and the appropriate enforcement action law enforcement should take in those circumstances will be included in the lecture.

Instructors will review the enforcement of the Pennsylvania Liquor Laws. The obligations and procedures that should be taken by law enforcement and why it is important to the community to enforce these laws will be examined by the Cadets.

Use of Force is a very important topic that is also addressed in this Module. Cadets will become versed in Constitutional Law and legal issues dealing with Use of Force in Pennsylvania and will review and understand related case law. There will be a familiarization with the elements of justification when a Use of Force action is taken, and Cadets will be able to legally defend a justified Use of Force. Instructors will also discuss the consequences of an unlawful use of deadly or non-deadly force, both criminally and civilly. The Use of Force continuum and various Use of Force options will be introduced to the Cadets. They will gain an appreciation for the ability to defuse and de-escalate Use of Force encounters and will learn that gaining general voluntary compliance is preferable to physically engaging an individual; however, when it is necessary to engage they will also understand the level of force appropriate for a variety of given situations. Instructors will share post-incident considerations including factors that may cause hesitation, how to emotionally deal with the aftermath of Use of Force situations, and how to properly document Use of Force actions in their police incident report.

### **Volume 3, Section A: Constitutional Law**

- I. Appreciate the rights and individual liberties provided in the Constitution.
- II. Recognize key elements of the Constitution of the United States.
  - a. Identify the development and purposes of the United States Constitution.
  - b. Identify the specific Constitutional Amendments that are applicable to criminal justice.
- III. Identify protections provided by the Bill of Rights.
  - a. Define the Bill of Rights and identify why it applies to the states.
  - b. Define the provisions of the Bill of Rights, particularly the 1st, 4th, 5th, 6th, 8th, and 14th Amendments.
- IV. Distinguish differences between the U.S. and Pennsylvania Constitutions.
  - a. Identify the purpose of the Pennsylvania Constitution.



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- b. Identify the major differences between the United States and Pennsylvania Constitutions.

**Volume 3, Section B: Authority and Jurisdiction**

- I. Gain an appreciation of the authorities and responsibilities of police officers.
- II. Recognize how law enforcement authority is affected by jurisdictions.
  - a. Define what a statute is, where it comes from, and how it may be relevant to the police.
  - b. Define what case law is, where it comes from, and how it may be relevant to the police.
  - c. Define the difference between a federal law and a state law.
  - d. Identify the sources of law from which the police obtain their power and authority.
- III. Understand police officers' authority when responding to mutual aid requests.
  - a. Identify powers retained by municipal police officers outside of their primary jurisdiction.
  - b. Define the relevance of the Municipal Police Jurisdiction Act to a police officer's possible actions.
  - c. Define the relevance of the concept of "Mutual Aid" to a police officer's possible actions.

**Volume 3, Section C: Criminal Law**

- I. Participate in classroom discussions about criminal law.
- II. Select appropriate criminal charges based on the elements of a crime.
  - a. Define the basic elements of a crime.
  - b. Identify sections of the Pennsylvania Crimes Code (including the Pennsylvania Uniform Firearms Act) which define crimes that are most important to performance of a police officer's job.
  - c. Identify the elements of crimes that are most important to performance of a police officer's job.
  - d. Identify what crime has been committed when given examples of evidence likely to be encountered by a police officer on the job.
- III. Describe how to correctly determine the statute of limitations for specific violations of the crimes code.
  - a. Review statute of limitations to ensure proper enforcement action A 3c.

**Chapters and Section from the Pennsylvania Crimes Code (Title 18)**

- I. Preliminary Provisions
  - a. Chapter 1: General Provisions



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- b. Chapter 3: Culpability
- c. Chapter 5: General Principles of Justification
- d. Chapter 9: Inchoate Crimes
- e. Judiciary and Judicial Procedure 42 Pa. CS
  - i. 5551 - 5554
- f. Chapter 11: Authorized Disposition of Offenders
- II. Offenses Involving Danger to the Person (Crimes Against People)
  - a. Chapter 23: Definitions
  - b. Chapter 25: Criminal Homicide
  - c. Chapter 26: Crimes Against Unborn Child
  - d. Chapter 27: Assault
  - e. Chapter 29: Kidnapping
  - f. Chapter 30: Trafficking of Persons
  - g. Chapter 31: Sexual Offenses
- III. Crimes Against Property
  - a. Chapter 33: Arson, Criminal Mischief and other Property Destruction
  - b. Chapter 35: Burglary and other Criminal Intrusion
  - c. Chapter 37: Robbery
  - d. Chapter 39: Theft and Related Offenses
  - e. Chapter 41: Forgery and Fraudulent Practices
- IV. Offenses Against the Family
  - a. Chapter 43: Offenses Against the Family
- V. Offenses Against Public Administration
  - a. Chapter 45: Definitions
  - b. Chapter 47: Bribery and Corrupt Influence
  - c. Chapter 49: Perjury and Falsification in Official Matters
  - d. Chapter 51: Obstructing Governmental Operations
  - e. Chapter 53: Abuse of Office
- VI. Offenses Against Public Order and Decency
  - a. Chapter 55: Riot, Disorderly Conduct and Related Offenses
  - b. Chapter 57: Wiretapping and Electronic Surveillance
  - c. Chapter 59: Public Indecency
- VII. Miscellaneous Offenses
- VIII. Chapter 61: Firearms and Other Dangerous Articles
  - i. Subchapter A: Uniform Firearms Act
  - ii. Subchapter B: Firearms Generally
  - iii. Subchapter C: Other Dangerous Articles
  - iv. Subchapter D: Straw Purchase Prevention Education Program
- b. Chapter 63: Minors
- c. Chapter 65: Nuisances



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- d. Chapter 73: Trade and Commerce
  - i. Section 7306: Incendiary Devices
- e. Chapter 75: Other Offenses
  - i. Section 7507.1: Invasion of Privacy
- f. Chapter 76: Computer Offenses

**Volume 3 Section D: Criminal Procedures and Laws of Arrest**

- I. Discuss how the rules of criminal procedure impact arrests.
- II. Identify what constitutes a mere encounter.
  - a. Define the criteria required to use police power to detain a person for investigatory purposes.
- III. Identify what constitutes an investigative detention.
  - a. Identify the differences between detention and arrest and the elements that differentiate the two.
- IV. Identify what constitutes an arrest on view.
  - a. Identify when an arrest can be made without a warrant.
- V. Identify what constitutes an arrest via warrant.
  - a. Identify when it is necessary to have a warrant to make a lawful arrest.
- VI. Explain when and why it is necessary to advise individuals of their constitutional rights.
  - a. Identify when Miranda warnings should be given.
  - b. Define the requirements for a valid waiver of Miranda rights.
  - c. Identify the implications of the right to counsel for interrogation procedures.
- VII. Identify the process for filing a non-traffic citation.
  - a. Define the steps in a summary proceeding after the defendant has received a citation.
  - b. Define what a summons is.
- VIII. Comprehend the Rules of Criminal Procedures as they apply to search warrants.
  - a. Define the requirements needed to obtain a search warrant and/or make proper return
  - b. Identify the practice of verifying a search warrant prior to its execution.

**Selected provisions of the Pennsylvania Rules of Criminal Procedure**

- I. Rules of Criminal Procedure (General)
  - A. Scope of Rules, Construction and Definitions, Local Rules
    - 1. Rule 100: Scope of Rules
    - 2. Rule 101: Purpose and Construction
    - 3. Rule 102: Citing the Criminal Procedural Rules
  - B. Business of the Courts
    - 1. Rule 103: Definitions



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2. Rule 105: Local Rules
  3. Rule 107: Contents of Subpoena
  4. Rule 108: Habeas Corpus Venue
  5. Rule 109: Defects in Form, Content, or Procedure
  6. Rule: 117: Coverage: Issuing Warrants; Preliminary Arraignments and Summary Trials; and Setting and Accepting Bail
  7. Rule 119: Use of Two-Way Simultaneous Audio-Communication in Criminal Proceedings
- C. Issuing Authorities, Venue, Location, and Recording of Proceedings
1. Rule 130: Venue; Transfer of Proceedings
- D. Miscellaneous Warrants
1. Rule 150: Bench Warrants
- E. Investigations: Search Warrants
1. Rule 200: Who May Issue
  2. Rule 201: Purpose of Warrant
  3. Rule 202: Approval of Search Warrant Applications by Attorney for the Commonwealth – Local Option
  4. Rule 203: Requirements for Issuance
  5. Rule 204: Person to Serve Warrant
  6. Rule 205: Contents of Search Warrant
  7. Rule 206: Contents of Application for Search Warrant
  8. Rule 207: Manner of Entry into Premises
  9. Rule 208: Copy of Warrant; Receipt for Seized Property
  10. Rule 209: Return with Inventory
  11. Rule 210: Return of Papers to Clerk
  12. Rule 211: Sealing Search Warrant Affidavits
- II. Rules of Criminal Procedure in Summary Cases
- A. Procedures in Summary Cases
1. Rule 400: Means of Instituting Proceedings in Summary Cases
  2. Rule 401: Means of Instituting Proceedings in Summary Cases Charging Parking Violations
- B. Citation Procedures
1. Rule 402: Persons Who Shall Use Citations
  2. Rule 403: Contents of Citations
- C. Procedures when Citation is Issued to Defendant
1. Rule 405: Issuance of Citation
  2. Rule 406: Procedure Following Issuance of Citation
    - a. Five-day rule
  3. Rule 407: Pleas in Response to Citation
    - a. Ten-day rule



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4. Rule 408: Not Guilty Pleas – Notice of Trial
  5. Rule 409: Guilty Pleas
  - D. Procedures when Citation Filed
    1. Rule 410: Filing of Citation
    2. Rule 411: Procedures Following Filing of Citation-Issuance of Summons
    3. Rule 412: Pleas in Response to Summons
      - a. Ten-day rule
    4. Rule 413: Not Guilty Pleas – Notice of Trail
    5. Rule 414: Guilty Pleas
  - E. Procedures in Summary Cases when Complaint Filed
    1. Rule 420: Filing of Complaint
    2. Rule 421: Procedure Following Filing of Complaint – Issuance of Summons
    3. Rule 422: Pleas in Response to Summons
    4. Rule 424: Guilty Plea
  - F. Arrest Procedures in Summary Cases – Arrest with a Warrant
    1. Rule 430: Issuance of Warrant
    2. Rule 431: Procedure When Defendant Arrested with Warrant
  - G. Arrest Procedures in Summary Cases – Arrest without a Warrant
    1. Rule 440: Arrest without Warrant
    2. Rule 441: Procedures Following Arrest without Warrant
  - H. General Procedures in Summary Cases
    1. Rule 451: Service
    2. Rule 453: Joinder of Offenses and Defendants
    3. Rule 454: Trial in Summary Cases
    4. Rule 455: Trial in Defendant's Absence
    5. Rule 457: Withdrawal of Charges in Summary Cases
    6. Rule 458: Dismissal in Summary Cases upon Satisfaction or Agreement
  - I. Procedures in Summary Cases for Appealing to Court of Common Pleas for a Trial De Novo
    1. Rule 461: Stays
    2. Rule 462: Trial De Novo
  - J. Special Procedures in Summary Cases Under the Vehicle Code
    1. Rule 470: Procedures Related to License Suspension after Failure to Respond to Citation or Summons
- III. Rules of Criminal Procedure in Court Cases
- A. Pretrial Procedures in Court Cases (Instituting Proceedings)
    1. Rule 502: Instituting Proceedings in Court Cases
  - B. Complaint Procedures
    1. Rule 503: Complaint Procedure Generally
    2. Rule 504: Contents of Complaints



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3. Rule 505: Complaints: Joinder of Offenses and Defendants
  4. Rule 506: Approval of Private Complaints
  5. Rule 507: Approval of Police Complaints and Arrest Warrant Affidavits by Attorney for the Commonwealth – Local Option
  6. Rule 509: Use of Summons or Warrant of Arrest in Court Cases
- C. Summons Procedures
1. Rule 510: Contents of Summons; Notice of Preliminary Hearing
  2. Rule 511: Service of Summons; Proof of Service
  3. Rule 512: Procedure in Court Cases Following Issuance of Summons
- D. Arrest Procedure in Court Cases
1. Rule 513: Requirements for Issuances; Dissemination of Arrest Warrant Information
  2. Rule 515: Execution of Arrest Warrant
  3. Rule 516: Procedure in Court Cases When Warrant of Arrest is Executed Within Judicial District of Issuance
  4. Rule 517: Procedure in Court Cases When Warrant of Arrest is Executed Outside the Judicial District of Issuance
  5. Rule 518: Using Advanced Communication Technology in Court Cases When Warrant of Arrest is Executed Outside Judicial District of Issuance
  6. Rule 519: Procedure in Court Cases Initiated by Arrest Without Warrant
- E. Bail
1. Rule 520: Bail Before Verdict
  2. Rule 521: Bail After Finding of Guilt
  3. Rule 523: Release Criteria
  4. Rule 524: Types of Bail
  5. Rule 526: Conditions of Bail
  6. Rule 527: Nonmonetary Conditions of Release on Bail
  7. Rule: 528: Monetary Conditions of Release on Bail
- F. Proceedings in Court Cases Before Issuing Authorities
1. Rule 540: Preliminary Arraignment
  2. Rule 541: Waiver of Preliminary Hearings
  3. Rule 542: Preliminary Hearings; Continuances
  4. Rule 543: Disposition of Case at Preliminary Hearing
  5. Rule 544: Reinstating Charges Following Withdrawal or Dismissal
  6. Rule 546: Dismissal Upon Satisfaction or Agreement
  7. Rule 551: Withdrawal of Charges Pending Before Issuing Authority
- G. Indicting Grand Jury
1. Instructors may share information regarding Grand Juries, if time permits. Instructors should at least inform cadets that Pennsylvania does have a Grand Jury procedure.
- H. Trial Procedures in Court Cases



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1. Rule 600: Prompt Trial
    - a. Also known as Speedy Trial Right
  2. Instructors may share information regarding rules at a trial, if time permits. Instructor should inform the cadets that Chapter 6 deals with the rules during a trial.
- I. Post-Trial Procedures in Court Cases
1. Instructors should inform the cadets that Chapter 7 deals with the rules after a trial.
- J. Rules of Criminal Procedure for the Philadelphia Municipal Court and the Philadelphia Traffic Court.
1. Instructors that have cadets that will be dealing with Philadelphia Municipal Court and the Philadelphia Traffic Court should explain the Rules of Criminal Procedures unique to these courts.
- IV. Laws of Arrest
- A. Introduction to Laws of Arrest
  - B. Four Sources of Laws Governing Police Power to Arrest
    1. 4<sup>th</sup> Amendment, U.S. Constitution
    2. Article 1, Section 8, Pennsylvania Constitution
    3. Case Law, U.S. Pennsylvania Court Decisions
    4. Statutory Law, Pennsylvania Rules of Criminal Procedure
  - C. Arrest Defined
    1. Traditional Definition of Arrest
    2. Pennsylvania Definition of Arrest
  - D. Classes of Crimes
  - E. Probable Cause to Arrest
    1. Probable Cause Defined
    2. Sources of Probable Cause
    3. Probable Cause as basis for an arrest (with warrant)
      - a. Pa. R. Crim. P. # 513 (B) & (C)
    4. Four Corners Rule
      - a. Pa. R. Crim. P. # 513 (D)
    5. Probable Cause as basis for an arrest (without warrant)
      - a. Pa. R. Crim. P. # 519
- V. Authority to Arrest in Court Cases
- A. Court Cases Defined
  - B. General Rule
  - C. Warrantless Arrest
    1. Felonies
    2. Misdemeanors



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VI. Authority to Arrest for Summary Offenses

- A. General Rule
  - 1. Pa. R. Crim. P. # 400
- B. Issue Citation
- C. File a Citation/Summons
- D. Arrest without Warrant

VII. Police/Citizen Encounters

- A. Types of Encounters
  - 1. Mere Encounters
  - 2. Investigatory Detentions (Terry Stops)
    - a. Miranda during an Investigatory Detention
  - 3. Custodial Detention or Arrest
    - a. Miranda during a Custodial Detention

**Volume 3, Section E: Search and Seizure**

- I. Respect the protections citizens have from unlawful search and seizure.
- II. Comply with the laws and Rules of Criminal Procedures regarding search warrants.
  - a. Identify procedures for obtaining a search warrant.
- III. Comprehend legal aspects of conducting searches with or without a search warrant.
  - a. Define and properly fill out an application for a search warrant.
  - b. Identify circumstances that require a search warrant prior to searching.
  - c. Identify grounds for which a search warrant will be issued.
- IV. Identify the legal aspects of searching an individual.
  - a. Identify circumstances when search incident to arrest is authorized.
  - b. Identify consequences of conducting an unlawful search.
  - c. Define how to conduct a lawful frisk.
- V. Identify the appropriate situations when to make an arrest without an arrest warrant.
  - a. Explain when a police officer can make an arrest without a warrant.

**Volume 3, Section F: Admissions and Confessions**

- I. Develop a respect for the legal and ethical issues related to admissions and confessions.
- II. Define the constitutional requirements for admissions and confessions.
  - a. Identify issues of cultural diversity that may adversely affect successful interviewing.
  - b. Identify proper procedures with regard to criminal interviews.
  - c. Identify legal requirements pertaining to admissions and confessions.
  - d. Identify ethical issues related to obtaining admission and confession.



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- e. Identify the circumstances where persons must be advised of constitutional rights, i.e. Miranda.
- f. Define elements of proper questioning/interrogation of suspects while protecting their constitutional rights.
- g. Identify criminal and civil liability for violating the individual's right against self-incrimination and the right to counsel.

**Volume 3, Section G: Civil Laws**

- I. Accept the role of a police officer in civil matters.
- II. Determine whether a situation is a criminal or civil matter.
  - a. Define the purpose of the civil law.
  - b. Define the difference between civil law and criminal law.
- III. Describe documentation and procedures associated with the civil process.
  - a. List five areas of civil law.
  - b. Define in general terms the major steps in a simple civil action.
  - c. Define the significance of common types of civil actions.
- IV. Determine appropriate law enforcement response to a civil matter.
  - a. Identify and explain the purpose of a subpoena.
  - b. Define how to serve a subpoena.
  - c. Define the legal requirements for arresting a person who has failed to obey a subpoena.

**Volume 3, Section H: Liquor Laws**

- I. Defend the importance of the liquor law.
- II. Describe the law enforcement obligations and procedures for enforcement of liquor laws.
  - a. Identify the major provisions of the liquor law code.
  - b. Describe the law enforcement obligations and procedures for enforcement.
  - c. Describe the penalties for non-compliance to these procedures.
  - d. Define "nuisance bar" and identify options a police officer has to address such a problem.

**Volume 3, Section I: Use of Force in Law Enforcement**

- I. Defend use of force decisions.
- II. Given a scenario, select appropriate force responses.
  - a. Outline court cases that pertain to use of force in law enforcement.
  - b. Define what justifications may apply to the use of force in certain on-the-job situations.



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- c. Identify difference between deadly and non-deadly force.
- d. Define the possible consequences of unlawful use of force under the civil and criminal law.
- e. Define the constitutional basis of the rules regulating the use of force to effect an arrest.
- f. Define the general rule regarding when deadly force can be used in self-defense by a police officer acting in the line of duty.
- g. Define the general rule regarding when non-deadly force can be used in self-defense by a police officer acting in the line of duty.
- h. Define the use of force continuum and explain its levels, constraints and cues.
- i. Identify circumstances where use of deadly force is authorized by law.
- j. Identify factors to be considered prior to use of force.

**Sample Questions for Section 03. Laws and Criminal Procedures**

The Exclusionary Rule is a legal principle which holds evidence that is found, collected, or analyzed in violation of an individual's constitutional rights can be inadmissible in court. Which of the following statements regarding The Exclusionary Rule is NOT accurate?

- a. The Exclusionary Rule can be applied at primary hearings and/or collateral hearings.
- b. The Exclusionary Rule applies to law enforcement.
- c. The Exclusionary Rule only applies in a criminal prosecution.
- d. The Exclusionary Rule states that evidence will be suppressed but does not state that the charges will automatically be dropped.

Which level of proof is established in the United States Constitution, specifically the Bill of Rights?

- a. Reasonable suspicion
- b. Probable cause
- c. Prima Facie
- d. Proof beyond a reasonable doubt



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Mary approaches Sam at a local bar and asks Sam to beat-up Jack, her old boyfriend, because he has started to date another woman. Mary tells Sam that if he puts Jack in the hospital, she will give him \$500. What charge can be brought against Mary?

- a. Aggravated Assault
- b. Harassment
- c. Criminal solicitation
- d. Criminal conspiracy

Which United States Supreme Court case established the "objective reasonable standard" to be applied to law enforcement officers in use of force incidents?

- a. Mapp v. Ohio, 1961
- b. Tennessee v. Garner, 1985
- c. Graham v. Conner, 1989
- d. Scott v. Harris, 2007

According to the Pa Crimes Code, Title 18, a person who enters a building or occupied structure with the intent to commit a crime therein should be charged with which crime?

- a. Criminal trespass
- b. Burglary
- c. Defiant trespasser
- d. Simple trespasser

According to Pennsylvania law, what is the level of proof the Commonwealth must establish to find a verdict of guilty in a criminal court case?

- a. Probable Cause
- b. Prima Facie
- c. Clear and Convincing
- d. Proof Beyond a Reasonable Doubt



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Which of the following incidents may be classified as a robbery?

- a. A woman has \$1,000 taken from her purse without her knowledge.
- b. A wallet containing \$200 is taken from a store counter.
- c. A woman is knocked down to the ground by a purse-snatcher after she resisted his attempt to take her handbag containing \$1.00 in change.
- d. A man enters his apartment to see a person leaving by the back door carrying a TV set.

Officer Jones arrests suspect Smith for a misdemeanor violation. Smith is held at the station for just one hour and is then released. Smith needs to appear in court at a later time. What kind of legal order should Officer Jones obtain to command Smith to appear in court?

- a. Subpoena
- b. Writ
- c. Probate order
- d. Summons

Serious Bodily injury is defined a/an:

- a. injury which creates substantial risk of death.
- b. impairment of physical condition or substantial pain.
- c. permanent disfigurement.
- d. none of the above.

#### **VOLUME 4: JUVENILES**

Communication necessary to promote effective human interaction will be the focus of Volume 4. Cadets will become familiar with various types of communication and explore their own communication style. They will discuss the basic characteristics of effective interpersonal communication and gain an understanding of the benefits of active listening, as well as, the barriers to active listening and how to overcome those barriers. How communication differs due to religious or cultural differences based on ideas, attitudes, values, habits, or social arrangements will be examined. Instructors will give examples of similar non-verbal communication in which the definition alters given different cultures and explain why it is important for police officers to be aware of such differences. Cadets will be able to demonstrate



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appropriate verbal and non-verbal communication skills by describing appropriate responses to scenarios given to them by the instructors.

Recognizing specific cultural and religious differences that have a direct impact on standard law enforcement activities will be discussed in Volume 4. Cadets will be able to define common terminology relevant to cultural awareness, such as: culture, cultural competence, religious profiling, and cross-cultural. They will explore cultural and religious diversity within their own Cadet class, within Pennsylvania, and around the world and they will discuss how personal experience affects known cultural norms. Cadets will be able to identify behaviors that effectively harm or adversely impact minority relations, as well as, behaviors that have a positive impact on minority relations.

Cadets will learn the benefits of Procedural Justice. They will be able to identify and apply the four principles (voice, trustworthiness, neutrality, and respect) of Procedural Justice. They will examine how implicit bias affects perception and behavior, why officers need to be aware of their personal biases, and how biased policing has an effect, both on police organizations and the community. A community's history, public perception, police cynicism, and ethics influence police/community relations. Cadets will learn how to implement the tactics used in the Procedural Justice formula to improve the relationship between the police and community.

### **Volume 4, Section A: Juvenile Law and Justice**

- I. Appreciate the unique requirements associated with juveniles.
- II. Identify the components of the Juvenile Act.
  - a. Identify the requirements pertaining to the segregation of juveniles from other prisoners.
  - b. Identify circumstances that warrant placing a child in interim care.
  - c. Identify proper procedures to follow in placing a child in interim care.
  - d. Identify legal restrictions on maintenance of arrest information on juveniles.
  - e. Define the scope of the Juvenile Act's provisions.
  - f. Identify those situations, justified by provisions of this Act, wherein a juvenile may be taken into custody.
  - g. Identify the procedural alternatives open to an officer before taking a juvenile into custody.
  - h. Define the necessary information that must be present in order to file a written allegation to initiate a juvenile delinquency proceeding.
  - i. Identify each of the juvenile's rights regarding parent notifications and telephone calls, before being placed in detention.
  - j. Identify the criteria by which a juvenile may be detained.



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- k. Define the restrictions on the places in which a juvenile may be detained.
- III. Describe resources available for juveniles.
  - a. Identify resources available for juveniles that are involved in Juvenile Justice proceedings.
- IV. Summarize the process for placing juveniles in custody.
  - a. Identify the circumstances under which an officer may take a juvenile into custody.

**Selected Sections for the Pennsylvania Juvenile Act (Title 42)**

- I. Pennsylvania Juvenile Act
  - a. Overview
    - i. § 6301 General Provisions
    - ii. § 6302 Definitions
    - iii. § 6304.1 Summary Offenses
    - iv. § 6305 Masters
    - v. § 6306 Cost and Expenses
  - b. Records
    - i. § 6307 Inspection of court files and records.
    - ii. § 6308 Law Enforcement Records
    - iii. § 6309 Juvenile Record Information
  - c. Proceedings
    - i. § 6321 Commencement of Proceedings
      - 1. Filing a Written Allegation
    - ii. § 6322 Transfer from Criminal Proceedings
    - iii. § 6323 Informal Adjustment
  - d. Custody
    - i. § 6324 Taking Into Custody
    - ii. § 6325 Detention of Children
    - iii. § 6326 Release or Delivery to Court
    - iv. § 6327 Place of Detention
    - v. § 6331 Release from Detention or Commencement of Proceeding
  - e. Court
    - i. § 6332 Informal Hearing
    - ii. § 6333 Subpoena
    - iii. § 6334 Petition the Court
  - f. Rights
    - i. § 6337 Right to Counsel
    - ii. § 6338 Other Basic Rights



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PA Juvenile Act – Act 42

<http://www.legis.state.pa.us/WU01/LI/LI/CT/HTM/42/00.063..HTM>

PA Code – Title 237: Juveniles

<http://www.pacode.com/secure/data/237/237toc.html>

## **VOLUME 5: HUMAN RELATIONS**

Communication necessary to promote effective human interaction will be the focus of Volume 5. Cadets will become familiar with various types of communication and explore their own communication style. They will discuss the basic characteristics of effective interpersonal communication and gain an understanding of the benefits of active listening, as well as, the barriers to active listening and how to overcome those barriers. How communication differs due to religious or cultural differences based on ideas, attitudes, values, habits, or social arrangements will be examined. Instructors will give examples of similar non-verbal communication in which the definition alters given different cultures and explain why it is important for police officers to be aware of such differences. Cadets will be able to demonstrate appropriate verbal and non-verbal communication skills by describing appropriate responses to scenarios given to them by the instructors.

Recognizing specific cultural and religious differences that have a direct impact on standard law enforcement activities will be discussed in Volume 5. Cadets will be able to define common terminology relevant to cultural awareness, such as: culture, cultural competence, religious profiling, and cross-cultural. They will explore cultural and religious diversity within their own Cadet class, within Pennsylvania, and around the world and they will discuss how personal experience affects known cultural norms. Cadets will be able to identify behaviors that effectively harm or adversely impact minority relations, as well as, behaviors that have a positive impact on minority relations.

Cadets will learn the benefits of Procedural Justice. They will be able to identify and apply the four principles (voice, trustworthiness, neutrality, and respect) of Procedural Justice. They will examine how implicit bias affects perception and behavior, why officers need to be aware of their personal biases, and how biased policing has an effect, both on police organizations and the community. A community's history, public perception, police cynicism, and ethics influence



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police/community relations. Cadets will learn how to implement the tactics used in the Procedural Justice formula to improve the relationship between the police and community.

**Volume 5, Section A: Perceptions of Human Behavior and Communication**

- I. Incorporate the communication skills necessary to promote effective human interaction.
- II. Choose appropriate verbal and non-verbal communication skills that will promote positive interaction with citizens and offenders.
  - a. List five purposes of communication.
  - b. Identify basic dimensions of the communication context.
  - c. Identify basic characteristics of effective interpersonal communication.
  - d. Identify the characteristics of the active listening process.
  - e. Define barriers and aids to communication.
  - f. Identify the importance of nonverbal communication.
  - g. List the basic benefits of listening.
  - h. Identify means by which law enforcement officers can improve observation skills.
- III. Demonstrate appropriate verbal and non-verbal communication skills.
  - a. Demonstrate in simulated situations the ability to describe events thoroughly and accurately.
- IV. Recognize when communication is altered due to religious or cultural differences.
  - a. Identify ideas, attitudes, values, habits or social arrangements that may affect communication.

**Volume 5, Section B: Cultural and Religious Considerations**

- I. Integrate an awareness of culture and religion while performing daily law enforcement activities.
- II. Recognize specific cultural and religious differences that have a direct impact on standard law enforcement activities.
  - a. Define culture.
  - b. Define common terms related to cultural awareness.
  - c. Identify the impact of role awareness, reference groups, and motivation on human behavior.
  - d. Identify behaviors that foster and those that harm effective minority relations.
  - e. Identify issues of cultural diversity that may adversely impact successful interviewing.



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**Volume 5, Section C: Personal Bias and Procedural Justice**

- I. Accept that values and experiences result in personal bias that influence each individual differently.
- II. Describe how personal bias affects decision-making.
  - a. Explain how implicit bias can affect perception and behavior.
  - b. Describe the relationship between the police and community and how it can be improved.
  - c. Define the impact that biased policing has on both police organizations and the community.
- III. Discuss the benefits of Procedural Justice to police officers and the community.
  - a. Define terms related to and include Procedural Justice and Police Legitimacy.
  - b. Define cynicism and how it affects police and the community.
  - c. Identify and apply the four Principles of Procedural Justice.
  - d. Discuss and implement the Procedural Justice Formula.

**Sample Question for Section 05. Human Relations**

Which is an example of an open body position that will aid in improving nonverbal communication?

- a. Staring
- b. Crossed arms
- c. Clenched hands
- d. Leaning slightly forward

**VOLUME 6: RESPONDING TO SPECIAL NEEDS**

Cadets will acknowledge the impact a police officer's actions can have on someone with behavioral issues or in a mental health crisis. They will explore their own preconceived perceptions about people with special needs and will learn how to respond appropriately to various situations involving a person experiencing behavioral issues or in a mental health crisis. Instructors will teach Cadets to plan their response, take initial precautions, and look for safety concerns upon arrival. Major indicators of a subject's mental or emotional state; such as, verbal expression, physical movement, decision making abilities, display of confidence, and aggressive behavior (both verbal and non-verbal) will be identified. De-escalation or control techniques used to calm and control an emotionally distraught person or for defusing a subject's crisis or



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stress symptoms, as well as, identifying local resources; such as, crisis intervention teams or specialized agencies, which may also be used to assist, will be addressed.

The various signs and characteristics of persons with such disabilities as: Autism, intellectual disabilities, Tourette's Disorder, Alzheimer's, Diabetes, seizures and epilepsy, the deaf and hard of hearing, physically disabled, and persons with traumatic brain injury will also be addressed in Volume 6. Cadets will learn about specific legislative Acts that apply to persons with special needs; such as, the Rehabilitation Act 1973, the American with Disabilities Act, the PA Human Relations Act, and the Civil Rights Act. They will discuss the specific sections that apply to law enforcement and how it impacts law enforcement actions. Cadets will be able to determine if a person with special needs can be culpable in committing a crime, they will discuss when Miranda Warnings should be given, and discuss the validity of a waiver of those rights.

Cadets will discuss officer safety issues regarding the dangers of dealing with people that have mental illnesses and the risk assessment that an officer must make when responding to such calls. Recognizing various signs and characteristics of persons with such mental health disorders as: schizophrenia spectrum and other psychotic disorders, bipolar disorders, personality disorders, paraphilic disorders, PTSD, and co-occurring disorders will be an important aspect to understand and be able to use later. Instructors will cover sections of the "Mental Health Procedures Act" pertaining to a voluntary or involuntary mental health examination and treatment and will discuss the role police officers play in utilizing that as a solution to the issue at hand. Cadets will discuss the negative consequences of mishandling situations involving people with mental illness and will gain an appreciation for using the appropriate response in these situations.

### **Volume 6, Section A: Behavior Management and Crisis Intervention**

- I. Accept the impact a police officer's actions have on behavioral or mental health crises.
- II. Recognize appropriate responses to various situations involving a person experiencing behavioral or mental health crisis.
  - a. Identify major indicators of a subject's mental or emotional state.
  - b. Identify techniques for defusing subject's crisis or stress symptoms.
  - c. Demonstrate techniques to calm or control an emotionally distraught person.
- III. Describe resources available to a person experiencing behavioral or mental health crisis.
  - a. Identify local resources and/or specialized agencies that can provide additional consultation and support.



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**Volume 6, Section B; Recognizing Special Needs**

- I. Discuss the negative consequences of mishandling situations involving people with special needs.
- II. Identify specific special need situations.
  - a. Recognize various signs/characteristics of persons with special needs.
- III. Determine appropriate police responses to specific special need situations.
  - a. Identify the proper and unique responses to use when interacting with persons with special needs.
  - b. Comprehend the proper application of Miranda Warnings and the elements of a valid waiver as they apply to people with disabilities.
  - c. Identify available state and local resources for people with special needs.

**Volume 6, Section C: Mental Illness**

- I. Discuss the negative consequences of mishandling situations involving people with mental illness.
- II. Identify specific types of mental illness.
  - a. Recognize various signs/characteristics of persons with mental illness.
- III. Determine appropriate police responses to situations involving mental illness.
  - a. Identify the proper and unique responses to use when interacting with persons with mental illness.
  - b. Identify the provisions of the "Mental Health Procedures Act" pertaining to voluntary and involuntary mental health examination and treatment.

**Sample Questions for Section 06. Responding to Special Needs**

Prior to contact with an individual displaying abnormal behavior, the officer should find out which of the following from the complainant?

- a. Is the individual on medication and has he/she been taking it regularly?
- b. Is the individual insane?
- c. What are the individual's religious beliefs?
- d. Has the individual ever been arrested?



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Mr. Henry is mentally ill and believes that aliens have kidnapped his brother. Even after Henry speaks to his brother on the telephone, he continues to believe that his brother is kidnapped. From what psychotic condition does Henry suffer?

- a. Paranoia
- b. Delusions
- c. Hallucinations
- d. Antisocial behavior

Officer Smith needs to interview a person with an intellectual disability. How should Smith proceed?

- a. Smith should talk quickly to keep the person off-balance.
- b. Smith should summon an interpreter to the scene.
- c. Smith should obtain identification from the person, including information concerning parents/guardians.
- d. Smith should conduct the interview in a populated and noisy location to increase the comfort level of the person.

### **VOLUME 7: HOMELAND SECURITY**

Volume 7 will focus on terrorism and the relevance of homeland security. Cadets will be introduced to the structure and functions of the various components of the federal and state homeland security systems. They will also gain an understanding of what constitutes a “Fusion Center” (e.g., MAGLOCLIN, PACIC, DVIC, DOC, etc.). The services or products provided by fusion centers; such as, link analysis, commodity flow analysis, financial analysis, communications analysis, and crime pattern analysis, provides useful tools to law enforcement. Cadets will also learn what a Suspicious Activity Report (SAR) is, the importance of reporting criminal and suspicious activity to a fusion center, and how it helps to fight the war on terrorism.

The Immigration and Reform Act will be taught in Volume 7. Cadets will come to respect the protections that citizenship provides. They will learn how to determine a person’s citizenship, know what responsibilities they have, and what issues they may deal with involving immigration/citizenship. Instructors will touch upon what actions may be taken when dealing with illegal aliens, what agencies can assist, if deportation is an option and they should be detained, or if they should be released. Furthermore, instructors will review what actions are



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taken when a foreign national is arrested and if it will be necessary to make notification to their consulate.

Cadets will learn how to assess and respond to threats of terrorism. They will learn that acts of terrorism can occur anywhere – domestic or international. They will discuss terms associated with terrorism; such as, weapons of mass destruction, extremism, and mass casualties. The ideologies of extremist terrorists and how it effects terrorist activity will be explored. Cadets will learn how to do an initial vulnerability assessment for personal security, route security, as well as, infrastructure/facility security to identify potential vulnerabilities in the community and identify potential terrorist targets. Information regarding how to respond to active assaults and terrorist attacks, being able to recognize hazards associated with terrorist attacks, and learning how to respond to mass casualty incidents, “active shooter” incidents, or other crises events will also be addressed.

As part of this volume, Cadets will take two online courses to learn the principles of the Incident Command System (ICS) and National Incident Management Systems (NIMS). The focus will be on the role of law enforcement in responding to and controlling a critical incident. Cadets will learn the importance of a structured approach to incident management.

### **Volume 7, Section A: Overview of Homeland Security**

- I. Discuss the relevancy of homeland security.
- II. Describe the structure and function of the various components of the federal and state departments of homeland security.
  - a. Describe the purpose of the Federal Department of Homeland Security.
  - b. Identify the components of the Federal Department of Homeland Security.
  - c. Identify the mission of the Pennsylvania Department of Homeland Security.
- III. Describe the function of regional intelligence fusion centers and counterterrorism task forces.
  - a. Discuss the products and services provided by intelligence / fusion centers.
  - b. Discuss the essential concepts of a Suspicious Activity Report and the procedures governing such reports.
  - c. Recognize the application of the National SAR Initiative to criminal and terrorist incidents.
  - d. Recognize Terrorist Screening Center Handling Codes.



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**Volume 7, Section B: Citizenship Issues**

- I. Respect the protections that citizenship provides.
- II. Define a police officer's responsibilities regarding persons of US and foreign citizenship.
  - a. Identify common indicators that a person's legal residency or citizenship status may be in question.
  - b. Identify limits, methods and procedures that should be followed when conducting a check of a person's citizenship status.
  - c. Identify appropriate federal agencies and methods/procedures to contact those agencies.
  - d. Describe the legal protections available to persons whose citizenship status is unclear.
  - e. Recognize Consular Notification & Access requirements when encountering a foreign national.

**Volume 7, Section C: Assessing and Responding to Threats of Terrorism**

- I. Accept that acts of terrorism can occur anywhere.
- II. Discuss how ideology effects extremist and terrorist activity.
- III. Understand the role of municipal police officers in Homeland Security.
  - a. Define terms related to Terrorism
  - b. Describe the role of a municipal police officer related to vulnerability assessment
  - c. Describe the role of a municipal police officer related to post-attack response
- IV. Describe appropriate responses to active assaults and terrorist attacks.
  - a. Recognize the hazards associated with terrorist attacks.
  - b. Identify appropriate responses to mass casualty events.
  - c. Identify current standard practice related to responding to an "active shooter" or other crisis event.
- V. Conduct assessments to identify potential vulnerabilities in the community.
  - a. List pre-incident indicators of potential terrorist activities.
  - b. List factors that assist in identifying potential terrorist targets.
  - c. Recognize factors involved in conducting vulnerability assessments.

**Volume 7, Section D: ICS/NIMS**

- I. Accept the importance of a structured approach to incident management.
- II. Apply the principles of the Incident Command System and the National Incident Management System to table top exercises.
  - a. Define ICS and NIMS
  - b. Describe the law enforcement role in responding to and controlling a critical incident.



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Note: Sites: [ICS-100: Introduction to the Incident Command System](#) and [IS-700: National Incident Management System, An Introduction](#).

## **VOLUME 8: VEHICLE CODE ENFORCEMENT**

Cadets will be introduced to all provisions of the Vehicle Code and will learn what enforcement capabilities and responsibilities they have within the guidelines of the law. They will then focus on some specific areas of the Vehicle Code; namely, accidents involving serious injury, suspension of operating privileges, and homicide by vehicle, to name a few.

Traffic enforcement has a direct impact on the community. Learning how to deal directly with traffic violators, people with traffic-related complaints, and victims of traffic-related incidents in a fair, professional manner is directly correlated to good or bad police/community relations. Traffic enforcement is a basic community service that with compliance enhances public safety.

Cadets will specifically focus on the area of DUI enforcement and prosecution, the importance of which cannot be understated. They will learn the affect alcohol has on the human body and why DUI enforcement is such a public safety issue. To this end, Cadets will be taught to detect an operator that is under the influence of alcohol and/or drugs as they drive down the road and decide if the vehicle should be stopped. They will be able to articulate probable cause based on their initial observations of vehicle maneuvers that are indicative of DUI associated driving. Once the vehicle is stopped, Cadets will be taught how to detect if an operator is, in fact, under the influence of alcohol and/or drugs during face-to-face contact using typical sensory and behavioral cues, and Standard Field Sobriety Testing. Cadets will be able to make a determination whether to arrest or not and will learn the following procedures: reading the DL-26, transporting the operator to a testing site, properly obtaining a BAC, and transporting the operator for processing. Ultimately, Cadets will learn how to develop a DUI case to prosecution and back that up with excellent report writing and documentation.

### **Volume 8, Section A: Vehicle Code and Enforcement**

- I. Support the argument that compliance with Title 75 increases public safety.
- II. Appreciate that Vehicle Code enforcement creates opportunities for contact with vehicle operators and pedestrians which support crime control and deterrence efforts.
  - a. Identify motor vehicle law enforcement issues which impact community policing.



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- III. Without reference or assistance, describe the main topic addressed by each chapter of the Vehicle Code.
- IV. Without reference or assistance, accurately describe the authorities and privileges defined in the provisions taught in Section I; Primary Vehicle Code Provisions.
  - a. Define enforcement authority of a police officer related to traffic laws
  - b. Define privileges of both drivers and pedestrians related to traffic laws
- V. Without reference or assistance, accurately describe the elements of each offense described.
- VI. Section II; Focused Vehicle Code Provisions.
- VII. Without reference or assistance, recognize conditions that constitute a violation of the Vehicle Code described in Section III; General Vehicle Code Provisions.
- VIII. Given a fact pattern and using the Vehicle Code, demonstrate the ability to find and use definitions within the Vehicle Code to make accurate determinations regarding violations of the Vehicle Code.
- IX. Given a fact pattern and using the Vehicle Code, accurately write a traffic citation as taught in this section.

**Selected Section from the Pennsylvania Vehicle Code (Title 75)**

I. Primary Vehicle Code Provisions

Note – These provisions emphasize the authority of police officers and establish requirements to lawfully have a vehicle on the road. New officers should have an understanding and know it as a basis for using the Vehicle Code as it places.

- a. 1101 (a) – Certificate of title required
- b. 1301 (a) – Registration and certificate of title required
- c. 1501 (a) – Drivers required to be licensed
- d. 1503 (c) – Persons ineligible from licensing; license issuance to minors; junior driver's license
- e. 1543 – Driving while operating privilege is suspended or revoked
- f. 1786 (f) – Required financial responsibility
- g. 3105 – Drivers of emergency vehicles
- h. 3111 (c)(d) - Obedience to traffic-control devices
- i. 4703 (a) – Operation of vehicle without official certificate of inspection
- j. 4704 (a)(3)(ii) – Inspection by police or Commonwealth personnel (authority to stop and inspect a vehicle with probable cause)
- k. 6308 (a) – Investigations by police officers (duties of operators or pedestrians)
- l. 6308 (b) – Investigations by police officers (authority to stop vehicle with reasonable suspicion)



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- m. 6502 – Summary offenses
  - n. 102 – Definitions
    - i. Highway
    - ii. Roadway
    - iii. Trafficway
    - iv. Vehicle
    - v. Motor Vehicle
    - vi. Resident
    - vii. Suspend
    - viii. Revoke
    - ix. Cancel
    - x. Recall
  - o. 1603 – Definitions
    - i. Commercial driver's license
    - ii. Commercial motor vehicle
- II. Focused Vehicle Code Provisions
- Note – These provisions outline the basic vehicle code violations that police officers will encounter. New officers should learn how to enforce these violations and should be able to define the elements of each offense in these sections.
- a. 1332 – Display of registration plate
  - b. 1543 – Driving while operating privilege is suspended or revoked
  - c. 1916 – Trucks and truck tractors (for calculating expired registration citations for trucks)
  - d. 3102 – Obedience to authorized person directing traffic
  - e. 3111 – Obedience to traffic-control devices
  - f. 3112 – Traffic-control signals
  - g. 3310 – Following too close
  - h. 3316 – Prohibiting text-based communication
  - i. 3323 – Stop sign and yield signs
  - j. 3325 – Duty of driver in construction and maintenance areas or on highway safety corridors
  - k. 3334 – Turning movements and required signals
  - l. 3361 – Driving vehicle at safe speed
  - m. 3362 – Maximum speed limits
  - n. 3366 – Charging speed violations
  - o. 3368 – Speed timing devices
  - p. 3701.1 – Leaving an unattended child in a motor vehicle
  - q. 3714 – Careless driving
  - r. 3733 – Fleeing or attempting to elude police officers
  - s. 3736 – Reckless driving



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- t. 3743 – Accidents involving damage to attended vehicle or property
- u. 3744 – Duty to give information and render aid
- v. 3745 – Accidents involving damage to unattended vehicle or property
- w. 3746 – Immediate notice of accident to police department

III. General provisions

Note – These provisions will be taught at a level that allows new officers to recognize what constitutes a violation within each section.

- a. 1111 (b) – Transfer of ownership of vehicle (Duty of transferee)
- b. 1119 (b) – Application for certificate of title (Certificate may not be signed in blank)
- c. 1311 – Registration card to be signed and exhibited on demand
- d. 1312 – Notice of change of name or address
- e. 1371 – Operation following suspension of registration
- f. 1372 – Unauthorized transfer or use of registration
- g. 1505 – Learners' Permit
- h. 1511 – Carrying and exhibiting driver's license on demand
- i. 1512 – Restrictions on driver's license
- j. 1515 – Notice of change of name or address
- k. 1532 – Suspension of operating privilege
- l. 1535 – Schedule of convictions and points
- m. 1574 – Permitting unauthorized person to drive
- n. 1575 – Permitting violation of title
- o. 3111.1 – Obedience to traffic control devices warning of hazardous conditions
- p. 3303 – Overtaking vehicle on the left
- q. 3304 – Overtaking vehicle on the right
- r. 3305 – Limitations on overtaking on the left
- s. 3306 – Limitations on driving on the left side of roadway
- t. 3307 – No-passing zones
- u. 3309 – Driving on roadways laned for traffic
- v. 3314 – Prohibiting use of hearing impairment devices
- w. 3345 – Meeting or overtaking school bus
- x. 3352 – Removal of vehicle by or at direction of police
- y. 3353 – Prohibitions in specified places
- z. 3354 – Additional parking regulations
- aa. 3367 – Racing on highways
- bb. 3525 – Protective equipment for motorcycle riders
- cc. 3709 – Depositing waste and other material on highway, property or waters
- dd. 3732 – Homicide by vehicle
- ee. 3742 – Accidents involving death or personal injury
- ff. 4107 – Unlawful activities



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- gg. 4302 – Periods for requiring lighted lamps
- hh. 4303 – General lighting requirements
- ii. 4524 – Windshield obstructions and wipers
- jj. 4730 – Violations of use of certificate of inspection
- kk. 4903 – Securing loads in vehicle
- ll. 4921 – Width of vehicles
- mm. 4922 – Height of vehicle
- nn. 4923 – Length of vehicle
- oo. 4924 – Limitations on length of projecting loads
- pp. 4925 – Width of projecting loads on passenger vehicles
- qq. 6503 – Subsequent convictions of certain offenses
- rr. 6506 – Surcharge

**Volume 8, Section B: DUI Enforcement and Prosecution**

- I. Support the argument that compliance with DUI laws increases public safety.
- II. Without reference or assistance, describe the techniques, as taught in the DWI Detection and Standardized Field Sobriety Testing (SFST) curriculum, that can be used to detect impaired drivers.
- III. Without reference or assistance, accurately describe the elements of each offense in each section of the law taught in this lesson related to driving under the influence of alcohol or controlled substance.
- IV. Without assistance, demonstrate the DWI Detection and Standardized Field Sobriety Testing techniques, as taught in this lesson, that can be used to detect impaired drivers.
- V. Without assistance, and using the techniques taught in this section, accurately detect when a driver is impaired.

**Select Vehicle Code Sections and Rules of Criminal Procedure:**

- A. 1547 – Chemical testing to determine amount of alcohol or controlled substance
- B. 1612 – Commercial and school vehicle drivers prohibited from operating with any alcohol in system
- C. 3735 – Homicide by vehicle while driving under the influence
- D. 3735.1 – Aggravated assault by vehicle while driving under the influence
- E. 3718 – Minor prohibited from operating with any alcohol in system
- F. 3802 – Driving under the influence of alcohol or controlled substance
- G. 3803 – Grading



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- H. 3804 – Penalties
- I. 3805 – Ignition interlock
- J. 3808 – Illegally operating a motor vehicle not equipped with ignition interlock
- K. 3809 – Restriction on alcoholic beverages
- L. 3810 – Authorized use not a defense
- M. 3811 – Certain arrests authorized
- N. Rule 519 – Procedure in Court Cases Initiated Without a Warrant

**Sample Questions for Section 08. Vehicle Code Enforcement**

In the Commonwealth of Pennsylvania, an operator of a school bus or school vehicle cannot drive, operate or be in physical control of such a vehicle if they have a Blood Alcohol Concentration (BAC) of:

- a. 0.02 or greater
- b. 0.04 or greater
- c. 0.08 or greater
- d. 0.10 or greater

Operation of any combination of vehicles with a weight rating of 26,001 pounds or more, provided the gross weight rating of the vehicle or the vehicle being towed is in excess of 10,000 pounds, requires which class of driver's license?

- a. Class A
- b. Class B
- c. Class C
- d. Class T



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According to Section 3362 of the Pennsylvania Vehicle Code, what is the maximum lawful speed limit on a rural road if there is not an official traffic control device indicating the posted speed limit?

- a. 45 miles per hour
- b. 55 miles per hour
- c. 65 miles per hour
- d. 70 miles per hour

According to the Pennsylvania Vehicle Code, Title 75, Section 102, "to terminate by formal action of the department any license, registration or privilege issued or granted by the department" means which term?

- a. Suspend
- b. Revoke
- c. Recall
- d. Cancel

According to the Pennsylvania DUI Association, which of the following is not a part of the Standard Field Sobriety Test (SFST) battery?

- a. One-Leg Stand Test
- b. Walk-and-Turn Test
- c. Finger-to-Nose Test
- d. Horizontal Gaze Nystagmus (HGN) Test

## **VOLUME 9: CRASH INVESTIGATION**

Volume 9 will focus on crash investigations and scene management. Response to the scene and management of the scene, including traffic control, protection of the crash site, medical assistance for the injured, as well as evidence preservation will be addressed. Cadets will be introduced to the roles and responsibilities of such entities as, the fire department, medical personnel, towing companies, and public works. They will learn what equipment will be needed to complete crash investigations, how to interview persons and witnesses that are associated with the crash, how to identify relevant physical evidence, and ultimately, how to document the crash on a Pennsylvania Crash Report (AA 500). Cadets will focus on specific PA Vehicle Code



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violations that have relevance to crash investigations. Classroom presentation will all culminate in a Mock Crash Scene Investigation Exercise that the Cadets will perform.

Volume 9 will also deal with hazardous materials issues and environmental crimes. Instructors will show the Cadets how to use the DOT Emergency Response Guidebook to reference lifesaving information on scene. Cadets will have the general ability to recognize hazardous materials by given indicators, such as, type of container, placard information, label, or paperwork type. Using the Guidebook, they will be able to differentiate between types of hazardous materials and identify possible health hazards, to then make safety decisions and respond accordingly. Cadets will also receive instruction on regulatory agencies, such as the PA Department of Environmental Protection, that specifically deal with environmental protection issues and they will be able to identify what special considerations they need to be aware of when investigating environmental crimes.

### **Volume 9, Section A: Crash Investigation & Scene Management**

- I. Appreciate the value of documenting accurate information related to crash investigations.
- II. Identify critical elements of the initial response to a crash scene.
  - a. Identify proper sequence of action at collision scene based on severity and type of collision.
  - b. Identify need to check surrounding area for persons who may have been injured in traffic collision.
  - c. Identify procedures to protect traffic collision scene and prevent secondary collisions.
  - d. Define reportable and non-reportable non-traffic collisions.
- III. Given a crash scene, determine appropriate investigative procedures.
  - a. Identify the elements that must be proven in hit and run cases.
  - b. Identify proper procedures to interview persons involved in traffic collision.
  - c. Identify proper search technique for physical evidence at collision scene.
  - d. Identify circumstances that dictate the need for photographs and technical expertise at the scene of a collision.
- IV. Given a crash scene, describe proper documentation requirements.
  - a. Identify proper procedures for conducting investigation of hit and run traffic collisions.
  - b. Demonstrate proper preparation of the Identify proper procedures to record in writing or other means a description of the collision scene.
  - c. Pennsylvania Vehicle Accident Report(s).



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- d. Identify proper method for measuring skid marks based on the type and extent of skid.
- e. Identify legal requirements pertaining the need to complete state traffic collision report.

**Volume 9, Section B: Hazardous Materials and Environmental Crimes**

- I. Appreciate the risks posed by hazardous materials.
- II. Accurately identify hazardous materials during traffic stops and at crash scenes.
  - a. Identify how emergency responders are to proceed in handling an incident if the presence of hazardous materials is not definitely known.
  - b. Identify the purpose of DOT labels and placards.
  - c. Identify the primary purpose of the DOT Emergency Response Guidebook.
  - d. Identify the purpose of intervention by emergency responders at hazardous material incidents.
- III. Describe proper safety procedures for dealing with hazardous material.
  - a. Identify the OSHA/EPA levels of hazardous material emergency response.
  - b. Identify his or her responsibilities when dealing with a hazardous material incident.
  - c. Identify the need to use a cautionary approach at all times when responding.
  - d. Identify the priorities emergency responders are to utilize in making decisions at hazardous material incidents.
- IV. During routine patrol procedures, recognize indicators of environmental crimes.
  - a. Recognize laws, safety concerns, investigative techniques and referral/jurisdictional issues as they pertain to environmental crimes.

**Sample Question for Section 09. Crash Investigation**

According to Pennsylvania law, a "Reportable Crash" must meet all the following conditions, EXCEPT:

- a. Injury to or death of a person.
- b. Damage to any vehicle to the extent that it cannot be driven under its own power.
- c. Occur on a highway, trafficway or private property.
- d. Occur on a highway or trafficway that is open to the public by right or custom.



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**VOLUME 10: PATROL PROCEDURES AND OPERATIONS**

Volume 10 will focus on the responsibilities of an officer on patrol. Those responsibilities will include: maintaining order, community relations, handling emergency situations and calls for service, responding to crimes-in-progress, conducting preliminary investigations and field interviews, securing crimes scenes and processing evidence, being observant to not only enforce the laws but to prevent crime as well. Cadets will gain an appreciation for the need to be mentally and physically prepared for duty, and instructors will impress upon them the importance of wearing their bullet-proof vest for officer safety. Instructors will emphasize the importance of tactical thinking and explain the consequences of not using a tactical mindset. The Cadets will be educated in the risks associated with patrol activities, the role of complacency, and the effect that stress has on the body.

Instructors will address the most frequent incidents an officer will encounter in the field such as; animal complaints, home security checks, search and rescue incidents, domestic violence response, traffic regulation, crowd control, and citizen assistance calls. The importance of establishing a rapport with the community, and the positive interaction they should have with their citizens while maintaining safe officer tactics will be emphasized. In addition, Cadets will be taught the importance of maintaining their vehicles in good working order and, as an officer safety issue, to consistently check for weapons, contraband, and other dangerous or suspicious objects that a prisoner or passenger might have left behind. Learning how to detect criminal activity, recognize suspicious activity, and how to respond to crimes-in-progress as the primary officer and the back-up officer, will enable Cadets to identify a problem, determine if a legal issue exists, and respond appropriately. They will know when it is appropriate to take a person into custody and how to properly transport them to booking or to their station for processing.

Cadets will start to become familiar with the philosophy and principles of traffic enforcement. Instructors will familiarize them with the terms, "reasonable suspicion" and "probable cause". They will learn various vehicle stop procedures, including how to initiate the stop, how to tactically position the police vehicle, how to communicate to dispatch, how to approach the vehicle, how to communicate with the persons in the vehicle, and how to safely end the stop. They will also learn about high-risk traffic stops and how to safely carry them out, focusing on initial contact, pullover procedures, commands, officer responsibilities, and clearing the vehicle. Cadets will later put all they have learned in the classroom to practical application and conduct safe vehicle stops.



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Responding to crimes-in-progress; such as, robberies, bank alarms, burglaries, domestic disputes, etc. will also be covered. The importance of situational awareness when coordinating their approach to the scene with others will be addressed. Cadets will learn how to cover exterior areas of a building, set up the initial perimeter and how to systematically search and clear the interior in a tactically safe manner. Instructors will discuss various methods and techniques used to deal with a suspect found on scene, whether that suspect be compliant, fleeing, or physically confronting the officer.

Instructors will explain and discuss crowd control techniques and how to deal with civil disorder in a manner as to maintain public safety while still respecting the constitutional rights of the individual. Cadets will be able to identify relevant Pennsylvania laws and apply them to crowd behaviors for enforcement purposes. Instructors will address threat/risk assessments that will aid in planning and preparation, which will affect manpower allotments, equipment needs, tactical considerations and dictate the selection of dispersal techniques.

The Cadets will study domestic violence in terms of its challenges and risks. They will discuss the need for a tactical response to the scene of a domestic. The instructor will address the responsibilities an officer has at the scene of a domestic and discuss the importance of maintaining good officer tactics for their own safety, as well as that of the persons involved. Pennsylvania laws, applicable case law, and what constitutes probable cause to make an arrest in a domestic violence situation will be reviewed. Cadets will learn how to investigate domestic violence crimes to determine who the aggressor is and who the victim is based on witness statements and physical evidence. The various types of domestic violence, including; physical, verbal, sexual, and mental/psychological/emotional abuse, as well as, the elements of power and control, the cycle of violence, and the reality of what victims are most likely to do will be analyzed. Cadets will explore what alternatives exist for battered women/men in terms of assistance to deal with their abuser. They will learn what a Protection From Abuse Order (PFA) is, what criteria needs to be in place for a victim to obtain one, and what restrictions a PFA places on the parties involved.

The topics of Gangs and Transient Criminals will be discussed in Volume 10. National and local trends regarding gang activity, as well as identifying gangs specific to Pennsylvania are studied. Cadets will come away with an awareness of how to safely deal with persons that appear to be gang affiliated in a traffic stop or pedestrian stop. Cadets will also learn about transient criminals who tend to focus on elderly victims. They will gain knowledge regarding the investigation of



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crimes against the elderly, what special concerns and difficulties that might be encountered in such an investigation, and general outcomes that can occur that may differ from other criminal investigations.

Another topic covered in Volume 10 is Disguised Weapons. Cadets will gain an understanding of the development and use of disguised weapons. They will become familiar with several places where weapons can be concealed – on the body, in a vehicle, or in a home, and will see how deadly weapons are disguised as everyday items which can be used against an officer causing an extreme risk to their safety. Reference to the enforcement sections of the Crimes Code, the seizure of such items, and relevant case law will also be discussed.

Volume 10 emphasizes the importance of learning about active assaults. Officers have a role in detecting emergent threats. It is imperative that they will be able to differentiate between the different types of threats and will understand the nature and principles of emergent threats to make a general threat assessment. Cadets must understand the key elements of an active assault, know what equipment will be most useful during an active assault, and be able to choose proper response during an active assault. Instructors will explain that once the situation is under control, more work must be done, which is when the investigation begins.

Cadets will learn how to investigate ethnic intimidation and bias crimes. They will review the PA Crimes Code section, Ethnic Intimidation, and discuss the various aspects of that section, as well as the relevant case law that applies. The instructor will explain the importance of a timely response to such calls and the effect a poor response has on the community. The class will discuss how they may have their own personal biases that could affect what they do and how they should deal with those issues. They will learn how to properly investigate a bias crime, how to deal with offender and/or victim issues, and how to bring such an investigation to its completion.

Radio Communications is also an important topic that will be addressed in Volume 10. Instructors will instill that radio communication is a “lifeline” for officers on the street; therefore, it is very important that Cadets learn the proper procedure for communicating to dispatch in a clear, concise manner. To emphasize the importance of communications, Cadets will also practice speaking on a radio.

### **Volume 10, Section A: Overview of Patrol Procedures**

- I. Conform to the principles of safe and effective patrol.



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- II. Understand the proper procedures associated with patrol functions in their jurisdictions.
  - a. List the elements which comprise pre-patrol preparation.
  - b. Define patrol readiness and list the aspects of personal readiness for assuming patrol duties.
  - c. Define the purpose of police patrol and define the various types of patrol operations utilized by police departments in the Commonwealth of Pennsylvania.
  - d. Define major patrol functions and patrol officer responsibilities within these functions.
  - e. Define patrol readiness and list the aspects of personal readiness for assuming patrol duties.
- III. Describe the various types of interaction a patrol officer will have with citizens.
  - a. Identify the most frequently encountered incidents to which police patrol officers are required to respond.
  - b. Identify sources of police information about beat level activity and methods for patrolling a beat.
  - c. Define ways of establishing rapport on the beat.
  - d. Define ways to obtain information on beat from people in the community.
- IV. Recognize techniques associated with safely and securely transporting individuals.
  - a. Explain the importance of inspecting the law enforcement vehicle for weapons and contraband; (i.e., before and after arrested person transport, shift change, etc.)
  - b. Define the procedures to examine suspicious/dangerous objects.
- V. Recognize the importance of proper documentation of calls for service.
  - a. Explain how personal field notes can be used to record actions, interviews, etc.
  - b. Define the importance of maintaining activity logs, and the timely filing of reports.
  - c. List post-patrol activities.

**Volume 10, Section B: Patrol Activities and Incidents**

- I. Appreciate the complexities and risks associated with patrol activities.
- II. Integrate standard procedures into patrol activities.
- III. Relate the importance of avoiding complacency.
- IV. Describe the actions of the first responding officer.
  - a. Identify skills necessary to handle incidents commonly encountered while on patrol including accident investigation, emergency services, domestic disputes, vehicle stops, traffic regulation, crowd control, and citizen aid.
  - b. Identify techniques available to a patrol officer to aid in the detection of criminal activity.
  - c. Identify the procedure for responding as a primary unit to crimes-in-progress call.
  - d. Identify the method of approaching the scene of a crime-in-progress call.
- V. Recognize suspicious activity or vehicles.



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- a. Analyze the situation to determine the nature of the problem, the appropriate category of law, ordinance or administrative procedure, and the appropriate police response to selected situations.
- VI. Explain the importance of field interviews with subjects and suspects.
  - a. Identify techniques for conducting field interviews.
- VII. Understand the responsibilities of a back-up, cover officer on the scene of calls for service and other incidents.
  - a. Identify the procedures for responding as a back-up on traffic stops.
  - b. Identify the procedures for responding as a back-up unit on crimes in progress.
- VIII. Realize the importance and care of the different types of personal body armor.
  - a. Outline the reason why police officers need to care for their personal body armor and other equipment.

**Volume 10, Section C: Vehicle Stop Techniques**

- I. Follow standard techniques to safely conduct traffic stops.
- II. Explain the vehicle stop procedures taught in this lesson.
  - a. Identify proper procedures to stop vehicles to investigate, cite, or arrest occupants.
- III. Demonstrate the vehicle stop procedures taught in this lesson.
  - a. Given practical exercises involving the stopping of a vehicle containing felony suspect, and as measured on an approved, pre-designed rating form, demonstrate safely stopping the vehicle, removing and placing the occupants in a position of disadvantage without the officer(s) being placed in a position that would be inherently dangerous.

**Volume 10, Section D: Crimes in Progress**

- I. Integrate the principles of effective patrol when responding to crimes in progress.
- II. Identify proper procedures for approaching the scene of a crime-in-progress call.
  - a. Identify methods to arrive at crime-in-progress scene cautiously.
- III. Explain the need to coordinate approach to scene with other officers.
  - a. Identify need to coordinate approach to scene with other officers to ensure that possible suspect(s) escape routes are covered.
- IV. Identify techniques to systematically search the scene of a crime-in-progress.
  - a. Identify need to search perimeter of crime-in-progress scene before entering a building or protected area.
  - b. Identify techniques to systematically search interior of crime-in-progress scene for suspect(s) and evidence of a crime.
- V. Identify proper procedures for tracking a person from a crime scene.



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- a. Identify desirable information to determine identification and location of suspect(s) if none are located at crime-in-progress scene.
- VI. Identify responsibilities of an officer who discovers, or is first responder to, a crime scene.
  - a. Explain the responsibilities of an officer responding to a crime in progress, including approach, crime specific issues, and possible outcomes.
  - b. Identify need to quickly advise dispatcher of disposition.
- VII. Demonstrate responsibilities of an officer who discovers, or is first responder to, a crime scene.
  - a. Demonstrate a satisfactory search of a building and/or dwelling in-a simulated situation.

**Volume 10, Section E: Crowd Control and Civil Disorder**

- I. Defend the application of crowd control techniques to promote public safety.
- II. Identify proper procedures for officers in crowd conditions.
  - a. Identify the need to assess both the size and nature of a crowd.
  - b. Identify manpower, equipment and tactical alternatives usable in crowd-control.
  - c. Identify need to determine leaders and agitators of hostile groups.
  - d. Identify proper procedures for effecting arrests in crowd conditions.
  - e. Identify relevant Pennsylvania State Law regarding crowd behavior enforcement.
  - f. Identify community policing sensitive dispersal formations for moving congregated persons.

**Volume 10, Section F: Domestic Violence**

- I. Appreciate the challenges and risks involved in domestic violence cases.
- II. Recognize the responsibilities and tactics of police officers in domestic violence incidents.
  - a. Identify the responsibilities of law enforcement officers at the scene of a spouse abuse complaint; e.g., PFA.
- III. Identify what constitutes probable cause to make an arrest during a domestic violence incident.
  - a. Define the elements of the Domestic Violence Act.
  - b. Identify indications of possible spouse or child abuse.
- IV. Recognize the responsibilities police officers have to domestic violence victims.
  - a. Identify available alternatives for assistance to battered women.
  - b. Identify the criminal offenses applicable to child abuse.
  - c. Identify proper techniques to mediate domestic conflict.
- V. Recognize the pertinent issues related to the Protection from Abuse Act.



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- a. Identify the elements of an order of protection or restraint.
- b. Identify the responsibilities of law enforcement officers when violations of orders of protection or restraint have occurred.

**Volume 10, Section G: Gangs and Transient Criminals**

- I. Appreciate the risks posed by gang and/or transient criminal activity.
- II. Identify gang and transient criminal activity in Pennsylvania.
  - a. Recognize the signs and identifiers associated with the various Outlaw Motorcycle Gangs and Street Gangs in PA.
- III. Recognize gang affiliation based on identifiable criteria.
- IV. Recognize the national and state trends of Outlaw Motorcycle Gangs, Street Gangs, and Prison Gangs.
  - a. Identify the member of an Outlaw Motorcycle Gang that should be approached first, if possible, during a vehicle stop.
  - b. Recognize officer safety tactics that will help law enforcement prepare for an encounter with gang members.

**Volume: 10, Section H: Disguised Weapons**

- I. Appreciate that disguised weapons pose an extreme risk to officers.
- II. Recognize likely locations where suspects hide weapons and contraband.
  - a. Recognize disguised weapons and their potential hiding places.
  - b. Identify need to seize evidence discovered during a custodial search including weapons, contraband, and fruits of the crime and disguised weapons.
- III. Recognize techniques suspects use to disguise weapons and contraband.
  - a. Summarize the many techniques used to hide weapons contraband, fruits of the crime and disguised weapons by subjects and suspects.

**Volume 10, Section I: Active Assault**

- I. Discuss a police officer's role in detecting emergent threats.
- II. Integrate taught skills and principles into active assault response.
- III. Describe the nature and principles of emergent threats.
  - a. Define the term "Threat."
  - b. Differentiate between different types of threats.
  - c. Recognize the various applications of threat assessments.
  - d. Describe the "STEP" principle.
  - e. Describe the "Pathway to Violence".
  - f. Recognize "Warning Behaviors" as they pertain to threat assessment cases.



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- IV. Recognize key elements of an active assault.
  - a. Define "active assailant."
  - b. Identify current standard practice related to responding to an "active shooter" or other crisis event.
  - c. Describe various types of coordinated attacks.
  - d. Describe the challenges faced by police when responding to various types of coordinated attacks.
- V. Identify equipment used when responding to active assaults.
  - a. Identify supplemental equipment that may be of assistance when encountering active assaults.
- VI. Summarize proper police response to active assaults.
  - a. Define the terms related to active assaults
  - b. Identify tactics and methods of engaging active assaults.
  - c. Recognize the formations used in Rapid Deployment and Multiple Assailant Counter-Terrorism Action Capability (MACTAC).
- VII. Demonstrate proper police response to active assaults.

**Volume 10, Section J: Ethnic Intimidation & Bias Crimes**

- I. Accept that certain crimes are motivated by bias.
- II. Identify characteristics of ethnic intimidation and bias crimes.
  - a. Define terms associated with ethnic intimidation and bias crimes.
  - b. Identify legal aspects of ethnic intimidation and bias crimes.
- III. Show proper police response to bias crimes.
  - a. Identify proper procedures for conducting the initial investigation of bias/hate crimes.

**Volume 10, Section K: Radio Procedures**

- I. Follow proper radio procedure.
- II. Demonstrate proper law enforcement communication techniques.
  - a. Identify need to speak by radio clearly, concisely and calmly.
  - b. Identify need to keep radio transmissions short.
- III. Identify various sources of law enforcement communication.
  - a. Identify information that should be included in descriptions.
  - b. Identify applicable information, radio, and telecommunication systems.
  - c. Identify proper procedures to receive and evaluate telephone requests for police assistance.



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**Sample Questions for Section 10. Patrol Procedures and Operations**

You and your partner respond to a domestic violence call between a husband and wife. As the cover officer, which of the following is NOT your primary responsibility.

- a. Decide when to make an arrest.
- b. Provide backup to your partner.
- c. Take responsibility for overall scene security.
- d. Use positioning to manage movement of people.

Officer Gilmore was transporting Smith to the police station for booking after Smith had been arrested, pursuant to a warrant, for sale and possession of heroin. Smith managed to escape while being led from the car to the building. Which of the following statements is true?

- a. Gilmore can shoot his gun to apprehend Smith because it would be justified as use of force in law enforcement.
- b. Gilmore can shoot his gun to apprehend Smith because it would be justified as use of force in execution of public duty.
- c. Gilmore can shoot his gun to apprehend Smith so long as he shoots in the air rather than at Smith.
- d. Gilmore cannot shoot his gun to apprehend Smith because use of deadly force is not justified in this situation.

The purpose of the field interview is to:

- a. Make arrests.
- b. Promote police public relations.
- c. Gather information, identification, and prevent crime.
- d. Show the public how police carry out their duties.

Why are nylon restraining ties preferable to traditional handcuffs in situations involving multiple arrests?

- a. Nylon ties provide more secure restraint than handcuffs.
- b. Nylon ties are easier for officers to remove than handcuffs.
- c. Nylon ties are more convenient for officers to carry than handcuffs.
- d. Nylon ties are easier for officers to apply.



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Which of the following body language tactics should an officer utilize on a domestic violence call?

- a. Looking directly at the individuals when they are telling you their account of the situation.
- b. Standing with arms crossed in front of your chest.
- c. Keeping your hand on your gun, while addressing the individuals.
- d. A and B are correct.

When conducting field drug testing, which of the following should the officer NOT do?

- a. Carefully read all instructions provided by the manufacturer.
- b. Know which test kit to use and be aware of what color reaction is expected for a given drug.
- c. When possible, have the sample drug in powdered form.
- d. Put a small sample on his finger to see if he can detect the controlled substance.

Officer Jones is removing two felony suspects from the front seat of a stopped motor vehicle.

Suspect Smith is driving the car. Suspect Harrison is the passenger. How should Officer Jones order the suspects to exit the vehicle?

- a. Remove Smith, and then Harrison, both from the front door of the vehicle.
- b. Remove Smith through the left front door. And remove Harrison from the right front door.
- c. Remove Harrison, and then Smith through the front right door.
- d. Handcuff Smith to the steering wheel. Then remove Harrison through the front right door.



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Upon receiving a radio transmission to respond to a fight in a bar, Officer Norris responds and is the first to arrive at the scene. When the officer enters the bar, he finds two men fighting. Although there is blood on both of the men's shirts, they appear to be only using their fists. The two men continue to fight even though Officer Norris orders them to stop several times. Which of the following would be the most appropriate response for Officer Norris? (Assume that Officer Norris has called for back-up units and has been advised that there will be a 10-minute delay in response.)

- a. If one of the men retreats and the other continues to fight, Officer Norris would be correct to use deadly force to prevent the other man from continuing the attack.
- b. If neither of the two men retreat or indicate an intention to retreat, Officer Norris can use physical force necessary to stop the fight.
- c. If neither of the men indicates an intention to stop or retreat, the best action for Officer Norris would be not to interfere since he cannot be certain if either of the men will press charges.
- d. Since a felony was committed, Officer Norris would be correct to use physical force or deadly physical force.

Police officers respond to a report of a disturbance and hear cries for help from within -the dwelling. The officers enter the dwelling and conduct a search for the source of the cries for help. This is an example of:

- a. Improper action on the part of the police officers.
- b. A legal search under the exigent circumstances exception to the requirement to obtain a warrant.
- c. A legal search under the hot pursuit exception to the requirement to obtain a warrant.
- d. A search for which a warrant is required.

### **VOLUME 11: CRIMINAL INVESTIGATION**

The topic of Crime Scenes and Evidence Collection will be covered in Volume 11. Cadets will learn how to protect a crime scene by controlling who enters and leaves the crime scene; thereby taking steps to preserve evidence that might otherwise be destroyed by possible suspects. Cadets will focus on how to determine what may be valuable evidence, how to protect evidence, how to document where the evidence was found, how to package it, and preserve it. They will learn about the chain of custody, the importance of maintaining evidence records, and how to properly complete the paperwork for the lab, so that evidence is submitted and processed



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correctly. The Cadets will then put all that they have learned in class to practical use and process a mock crime scene.

Cadets will be introduced to the concepts of Interviewing and Interrogation. Instructors will teach various concepts and methods of how to successfully complete interviews of witnesses, victims, and offenders. The traits of a good interviewer will be discussed, as well as, what outside issues might affect the interview process. Cadets will be able to determine what information is relevant and needs to be retained for documentation. Instructors will spend some time teaching the legal aspects of conducting interviews/interrogations. Cadets will gain an understanding of what "Miranda Warnings" are and when they are to be utilized. The use of intelligence sources/informants will also be touched upon. The Cadets will then put all they have learned in class to practical use and demonstrate use of proper field interview procedures.

The importance of properly identifying suspects in a case will be explained, as well as, any legal or constitutional considerations for identifying an offender. Cadets will learn how to obtain a physical description of a suspect and they will become familiar with various methods that are used in identifying suspects, victims, and/or witnesses. Cadets will learn how to conduct a photo lineup and an in-person line-up. They will discuss the use of eyewitness identification, how accurate it might be, what factors may cause discrepancies, problems, or issues, and how to overcome these factors. In this section, Cadets will also learn what "MO" (modus operandi) is and what relevance it bears to criminal cases.

Volume 11 introduces Crimes Against People. In this short section, Cadets will identify how this type of crime significantly differs from other types of crimes. They will learn what their role is, what their response to a victim should be, and why following up on such crimes is an important part of the investigation. Crimes against persons contains a review and/or information on the following crimes: homicide, assault, harassment, stalking, hate crimes – ethnic intimidation, domestic violence, crimes against the elderly & care-dependent, kidnapping & false imprisonment, human trafficking, sexual offenses, robbery, forgery/fraud/identity theft, gangs & gang-related crimes, disorderly conduct/disturbance, suspicious activity with vehicle/persons, illegal gambling, prostitution, weapons/firearms offenses, crimes against children, tobacco violations, and drug abuse/overdose situations.

Volume 11 introduces Crimes Against Property. Cadets will discuss the characteristics and unique investigative requirements of property crimes. They will learn how to respond to property



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crimes, the importance of detailed documentation, and the need to follow up on any information. Some of the crimes they will be discussing are: arson, criminal mischief/vandalism, burglary/criminal trespass, theft, and receiving stolen property.

The unique characteristics of Injury and Death Case Investigations will be covered as well. The Cadets will gain an appreciation for their role as a first responder to incidents involving injury and/or death and learn that arriving on scene safely is of the utmost importance. Once on scene, providing first aid and getting people to safety becomes the initial focus; but once the scene is determined to be safe, then the investigation can begin. Preliminary procedures include recording the scene through photography and sketch, and then conducting a systematic search to document, collect, and package evidence. Instructors will also discuss how and when to release a crime scene, how to reconstruct the crime scene if necessary, and what follow-up actions should be taken. In addition, the role that the Coroner plays under PA law and what effect that has on an injury/death investigation will be reviewed.

Volume 11 continues with a section dealing with Sexual Offenses and Human Trafficking. Instructors discuss the impact that human trafficking has on victims and communities. They will explain the complexity of investigating crimes of prostitution, how victims of prostitution are groomed, and the relevance between prostitution and human trafficking. Other methods of human trafficking; such as, labor or service-type jobs commonly exploited by human traffickers, and how to identify victims by various indicators (control issues, living conditions, travel or the inability to travel, and medical issues) will also be examined. Cadets will be introduced to and become familiar with the human trafficking laws, as well as, sex crimes in general, including Megan's Law. They will review the unique characteristics of investigating various types of sexual offenses. Resources will be made available to the Cadet to assist with victim issues and to help in the investigation of these crimes.

An overview of Crimes Against Children will be taught in this volume. Cadets will be apprised of the ways that law enforcement becomes involved in crimes involving child victims; for instance, referral calls, detecting abuse while on a call, or from mandated reporters. Investigation of crimes involving child abuse (physical, emotional, sexual, or physical neglect) and the indicators which give rise to such allegations will be addressed in this section. Cadets will learn about protective custody, what the guidelines are, and how they can use it as a tool to protect an abused child. In addition, they will learn what other resources are available to assist their victims.



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In Volume 11, the topic of Crimes Against the Elderly & Care-Dependent People will be discussed. The characteristics of crimes that involve the elderly and care-dependent people and the special considerations that play into investigations involving the elderly are examined. Cadets will examine the various aspects of abuse (emotional, financial, physical, and sexual) in conjunction with the indicators of neglect situations. Cadets will review Acts 28 and 13, pertaining to mandatory reporting requirements from elderly caretakers about criminal acts and abuse, as well as the responsibilities of law enforcement to investigate. Cadets will also receive instruction on how to investigate missing adult persons and gain some helpful techniques used to locate them.

Technology and social media play a role in our everyday lives. This topic effects police investigations in both positive and negative ways. Cadets will see how social media can be utilized to assist in identifying suspects or offenders, to gain information about an investigation, as well as, be used by offenders as part of the crime they committed. Instructors will identify current social media sites and explain how these sites can help to solve crimes, along with addressing the benefits and risks of using social media as an investigative tool.

Key components addressing how surveillance can be utilized in investigations will also be examined in Volume 11. Cadets will learn the importance of proper surveillance techniques and how it can impact investigations. They will be able to identify situations in which surveillance can be employed effectively and will learn the various techniques used; such as, fixed, moving, foot, vehicle, audio/visual, and contact surveillance. Instructors will inform the Cadets of the advantages and disadvantages of non-uniformed versus uniformed surveillance.

### **Volume 11, Section A: Crime Scenes and Evidence Collection**

- I. Appreciate the first responder's role in securing the crime scene.
- II. Discuss the ramifications of improper evidence collection and processing.
- III. Identify the responsibilities of the first officer arriving at the scene of a crime.
  - a. Define what constitutes a crime scene.
  - b. Identify the responsibilities of the first officer arriving at the scene of a crime in terms of: securing a crime scene; protecting the crime scene; preventing destruction of evidence by suspect(s); identifying and interviewing victims and witnesses; and controlling and directing other officers arriving on the scene until relieved of such responsibility by a superior or a specialist.
- IV. Describe proper steps for collecting evidence.
  - a. Define evidence and its relevance to a crime scene.
  - b. List kinds of information that may be gained from evaluation of the crime scene.



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- c. Identify factors that aid in recognition of evidence during a crime scene search.
  - d. Identify common items of evidence found at a crime scene, including but not limited to: Soil, liquid, firearms, minute items (hairs, fibers, trace evidence), clothing, projectiles, blood, narcotics, alcohol, vaginal fluids.
  - e. Identify circumstances where particular methods of searching crime scene are appropriate.
  - f. Identify proper techniques for collection of various forms of physical evidence at crime scene.
  - g. Identify when specialized assistance should be summoned to a crime scene.
  - h. Define chain of custody.
  - i. Identify proper procedures for establishing chain of custody of evidence.
  - j. Identify proper procedures for packaging and preservation of various forms of physical evidence from a crime scene.
- V. Summarize the various aspects of documenting evidence.
- a. Identify methods of measuring a crime scene.
  - b. Draw rough sketch and layout of crime scene.
  - c. Define legend as it relates to a crime scene diagram.
  - d. Properly mark and tag evidence and/or confiscated property.
  - e. Fill out Lab/Case Submission Reports properly to request analytical services.
- VI. Apply principles of criminal investigation to a mock crime scene.
- a. In a practical exercise, photograph and/or videotape crime or crash scene, conduct a crime scene search, and collect evidence.
- VII. Demonstrate proper procedures for dusting and lifting latent fingerprints.
- a. Identify patrol officer responsibilities relative to the victim(s) at a crime scene.
  - b. List basic contributions the victim(s) and witnesses may make to the investigation.
  - c. Identify the types of information forensic laboratory analysis may produce from each of the following: fingerprints, foot wear, tire tracks, spent bullets/casings, stains, piece of cloth, hair, blood, glass, handwriting, fingernail scrapings, tool marks, serial number restoration, and paint chips.

**Volume 11, Section B: Interview and Interrogation**

- I. Discuss the impact of poorly executed interviews and interrogations.
- II. Identify proper techniques for interviewing victims.
  - a. Define the appropriate method of dealing with the victim.
- III. Identify proper techniques for interviewing witnesses.
  - a. Identify proper procedures for interviewing witnesses and complainants.
  - b. Identify background information to be obtained from witnesses and complainants.



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- IV. Identify proper procedures for interviewing and interrogating suspects.
  - a. Identify techniques that may be used to effectively conduct an interview or interrogation of a suspect.
  - b. Identify unique legal aspects of conducting interrogations.
- V. Demonstrate proper field interview procedures.
- VI. Identify key elements of interview and interrogation reports.
  - a. List the relevant information that may be available from the victim, witnesses, crime scene, police records, and police knowledge given a burglary incident typically encountered and a work picture or video presentation depicting circumstances surrounding acts of the perpetrator and the condition of the victim.
- VII. Recognize the risks associated with developing informants.
- VIII. Recognize the benefits of developing intelligence sources.

**Volume 11, Section C: Identification of Suspects**

- I. Value the importance of proper suspect identification.
- II. Comprehend methods used to identify suspects during an investigation.
  - a. Define proper use of eyewitness identification.
  - b. Identify methods of arriving at an identification of a suspect.
  - c. Identify proper procedures for conducting a photo array.
  - d. Identify proper procedures for conducting a line-up.
  - e. Define modus operandi (MO).

**Volume 11, Section D: Crimes Against People**

- I. Appreciate the preliminary role in responding to crimes against people.
- II. Recognize characteristics and unique investigative requirements of the various crimes against people.
  - a. Identify proper procedures for conducting the initial investigation for the listed crimes against people.

**Volume 11, Section E: Crimes Against Property**

- I. Appreciate the preliminary role in responding to crimes against property.
- II. Recognize characteristics and unique investigative requirements of the various crimes against property.
  - a. Identify proper procedures to conduct an initial investigation for various crimes against property.



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**Volume 11, Section F: Injury and Death Cases**

- I. Appreciate the preliminary role in responding to injury and death cases.
- II. Recognize characteristics and unique investigative requirements of assault cases.
  - a. Identify the preliminary procedures to be followed in personal injury cases.
- III. Recognize characteristics and unique investigative requirements of death investigations.
  - a. Identify the preliminary procedures to be followed in death cases.
  - b. Identify proper procedures for examining dead bodies for wounds and injuries.
  - c. Identify methods of verifying identity of deceased person.
  - d. Identify cases that require the attention of the coroner and the coroner's responsibilities under Pennsylvania Law.

**Volume 11, Section G: Sexual Offenses and Human Trafficking**

- I. Appreciate the preliminary role in responding to sex crimes.
- II. Discuss the impact human trafficking has on victims and communities.
  - a. List resources to aid victims of human trafficking.
  - b. List other agencies that would be called to assist officers in an investigation.
- III. Recognize characteristics and unique investigative requirements of sexual assaults.
- IV. Recognize characteristics and unique investigative requirements of prostitution.
- V. Identify methods of human trafficking.
  - a. Describe the prosecution of a trafficking case.
  - b. Identify Pennsylvania trafficking statutes.
- VI. Identify victims of human trafficking.

**Volume 11, Section H: Crimes Against Children**

- I. Appreciate the preliminary role in responding to crimes against children.
- II. Recognize characteristics and unique investigative requirements of the various crimes against children.
  - a. Identify indicators of various crimes against children.
  - b. Identify proper procedures for conducting investigations of sexual abuse.
  - c. Identify proper procedures for conducting investigations of physical abuse.
  - d. Identify proper procedures for conducting investigations of emotional abuse.
  - e. Identify proper procedures for conducting investigations of physical neglect.
- III. Identify techniques to locate missing children.
  - a. Identify risk factors related to missing children.
  - b. Explain investigative procedures related to missing children.



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**Volume 11, Section I: Crimes against the Elderly and Care-Dependent People**

- I. Appreciate the preliminary role in responding to crimes against the Elderly and Care-Dependent People.
- II. Recognize characteristics and unique investigative requirements of the various crimes against the Elderly and Care-Dependent People.
  - a. Identify proper procedures related to investigations of the Elderly.
- III. Identify techniques to locate missing adults.
  - a. Explain investigative procedures related to missing adults.

**Volume 11, Section J: Technology & Social Media**

- I. Accept the effects of technology and social media on investigations.
- II. Describe how social media can be used to gather information related to a criminal investigation.
  - a. Define social media.
  - b. Identify various social media sites.
  - c. Describe social media's uses in law enforcement investigations.
- III. Recognize potential issues related to the use of social media.
  - a. Describe the benefits and risks of using social media in law enforcement investigations.

**Volume 11, Section K: Surveillance**

- I. Appreciate the importance of how proper surveillance techniques impact an investigation.
- II. Describe surveillance techniques used during an investigation.
  - a. Define surveillance and the key components.
  - b. Identify situations where surveillance can be employed effectively.
  - c. Describe the different types of surveillance techniques.
  - d. Identify differences between uniformed officer surveillance and non-uniformed officer surveillance.



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**Sample Questions for Section 11. Criminal Investigation**

Which is NOT a primary responsibility of a first responding officer to the scene of a crime?

- a. Apprehend the suspect
- b. Collect evidence
- c. Render first aid
- d. Secure the scene

Officer Jones is the first officer on a crime scene. What scope of interviewing should Jones undertake right away?

- a. The interviews should include all possible details, so no information is lost.
- b. The interviews should include only identification of witnesses.
- c. The interviews should include only basic witness information and crime related facts of immediate importance.
- d. Jones should wait for the arrival of the detective working the case.

The first contact between the officer and his subject will usually set the tone of the interview. Which of the following statements applies to the initial meeting?

- a. The subject soon learns that he must do what he is told.
- b. The subject must recognize the sincerity, interest and understanding of the officer.
- c. The rigidity of the interviewer should be immediately felt.
- d. All of the above.

Officer Jones is interviewing Bob Harrison. Since this is an interview, NOT an Interrogation, what is the status of Harrison?

- a. Harrison is currently in police custody.
- b. Harrison is a suspect in a criminal investigation.
- c. Harrison is a witness in an investigation.
- d. Harrison is currently under arrest.



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A firearm found at a crime scene is a valuable lead. Which of the following, best describes the FIRST of many steps necessary to investigate a case involving a firearm?

- a. Dust for latent prints when the weapon is still lying on the ground.
- b. Measure, examine, and record the relative position of the firearm to other objects.
- c. Immediately collect the firearm by grasping it in such a manner as to prevent contamination.
- d. Pick it up very carefully so as not to destroy latent prints and place it in a plastic bag before it gets lost.

Fingerprint evidence is extremely delicate and easily damaged. Contamination is a hazard, which may be best prevented by:

- a. Protection of the crime scene.
- b. Using an adequate amount of powder in developing the latent print.
- c. The proper use of the brush.
- d. All of the above.

Officer Jones is investigating the theft of several computers from a warehouse. Jones executes a search warrant at a residence and discovers the computers. Officer Jones describes these computers in her report as:

- a. Contraband
- b. Instruments of the crime
- c. Profits of the crimes
- d. Fruits of the crime

## **VOLUME 12: DRUG LAW ENFORCEMENT**

The Controlled Substance, Drug, Device, and Cosmetic Act will be the focus in Volume 9. Cadets will be able to identify major provisions of the Act, the criminal penalties associated with those provisions, and the proper procedures for seizing controlled substances.

The importance of learning how to identify many controlled substances will also be addressed. Some of the substances studied will be: Cannabis (Marijuana), narcotics (Heroin, Fentanyl, Morphine, Methadone, and Oxycodone), depressants (Barbiturates, Benzodiazepine, Suboxone, Rohypnol, GHB), hallucinogens (LSD, Phencyclidine, Ketamine, K2/Spice), bath salts, inhalants,



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steroids, and alcohol. Instructors will teach various methods of drug identification, including: chemical testing (field kits), ion-scan, and sense testing. Cadets will be able to identify someone that might be abusing drugs by learning the stages of drug abuse, the characteristics of addiction, the clues of physical dependence, and the attributes of psychological dependence. They will also learn how to safely handle and preserve various controlled substances as evidence.

Cadets will learn how to identify different types of clandestine labs. Characteristics such as: unusual odors, strange ventilation, elaborate security, dead vegetation, excessive or unusual trash, and containers of chemicals, will be identified as common indicators of clandestine labs. Cadets will be made aware of common clues that indicate a person may be addicted to meth or associated with meth production, such as: paranoid behavior, staying inside, smoking outside, or frequent visitors. Instructors will forewarn Cadets, that as first responders they need to be aware of the safety hazards associated with clandestine labs and the need to decontaminate after completion on scene.

### **Volume 12, Section A: Controlled Substance, Drug, Device and Cosmetic Act**

- I. Accept the importance of the Controlled Substance, Drug, Device, and Cosmetic Act.
- II. Describe the provisions of the Controlled Substance, Drug, Device, and Cosmetic Act.
  - a. Identify major provisions of the Act pertinent to their enforcement capacity.
  - b. Identify the criminal penalties provided for by the Act.
  - c. Identify the proper procedures for seizing controlled substances.

### **Volume 12, Section B: Drug Identification**

- I. Embrace the importance of identifying various controlled substances.
- II. Recognize the procedures of using a Drug and Narcotic I.D. field kit.
  - a. Identify the proper use of a field drug test kit.
- III. Recognize instances of controlled substance abuse.
  - a. Define the stages of substance abuse.
- IV. Recognize and properly handle illegal materials.
  - a. Identify proper procedures for handling materials, including dangerous chemicals, encountered during drug investigations.

### **Volume 12, Section C: Clandestine Labs**

- I. Appreciate the dangers posed by clandestine labs.
- II. Recognize indicators of a clandestine laboratory.



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- a. Recognize standard and improvised laboratory equipment used in the production of methamphetamines and other illegal drugs.
- b. Identify observable elements/characteristics of a clandestine drug laboratory.
- III. Respond appropriately to a reported or suspected clandestine laboratory.
  - a. Recognize and describe the proper response to a reported or discovered clandestine laboratory.
  - b. Identify safe practices to follow when confronted with a clandestine laboratory.

### **VOLUME 13: CASE PRESENTATION**

The focus is on courtroom procedure and case presentation. The Cadets will come to understand the differences between a summary trial, a preliminary hearing, and a criminal trial and the role that they play in each of these proceedings. Initially, instructors center on the importance of how officers should present themselves in the courtroom. The relevance of proper attire, maintaining a professional demeanor, and utilizing proper tactics will be stressed as important aspects of courtroom procedure controlled by the officer. Cadets will learn the importance of preparing the case before going to court, reviewing documents, and organizing facts to be able to then present the case before a judge.

Instructors will discuss the actual presentation of the case; specifically, when, why, and how a police officer should testify, when it's acceptable to use notes during testimony, how to deal with victim and witness testimony, the tactics used by the defense attorney in the cross examination of witnesses (including the officer), and how to demonstrate the defendant's guilt in the prosecution's cross examination. They will be apprised of the various types of evidence (e.g., scientific and hearsay evidence) discuss the "chain of custody", and the procedures for submitting evidence during trial. Finally, Cadets will attain an appreciation for the need to establish and maintain a harmonious relationship with the prosecutor, as well as, the judge and other court staff that they encounter in the justice system.

#### **Volume 13, Section A: Courtroom Testimony and Demeanor**

- I. Acknowledge your role as a police officer during courtroom proceedings.
- II. Discuss the implications of failing to follow the rules of evidence.
- III. Describe the process of effectively preparing for courtroom testimony.
  - a. Identify the need to maintain harmonious prosecutor/police relations.
  - b. Identify the need to confer with the prosecutor prior to testimony regarding case to note relevant facts.
  - c. Identify proper procedure for appearing in courtroom, including attire.



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- IV. List court procedures as they pertain to suspects, victims, and witnesses.
  - a. Identify need to check that witnesses are ready for court testimony.
- V. Summarize the process of presenting evidence and testimony in legal and/or administrative proceedings.
  - a. Identify proper procedure to present evidence in legal proceedings.
  - b. Identify proper techniques in providing testimony.
- VI. Follow the proper and legal procedures for entering evidence at summary trials and preliminary hearings.
  - a. Identify proper procedure to present evidence in legal proceedings.
  - b. Identify proper techniques in providing testimony.

### Sample Questions for Section 13. Case Presentation

Which of the following is an example of unprofessional behavior in the courtroom?

- a. Talking during another's testimony.
- b. Nodding recognition to fellow officers.
- c. Listening to the other court cases.
- d. Looking at the jury.

The best technique an officer can use to recall past events is to:

- a. Commit everything to memory.
- b. Use an individualized short-hand method to record notes.
- c. Jot down information on loose slips of paper.
- d. Maintain a field notebook.

### VOLUME 14: OPERATION OF PATROL VEHICLES

The importance of safe emergency vehicle operation will be the focus of Volume 14. The "Below 100" initiative is an important effort to minimize officer in-the-line of duty deaths to less than 100 officers in a year. An important point of this initiative is that in the past, a high percentage of officers have been killed because of car accidents and there are some key points that are believed to save officer's lives. Pennsylvania participates in this initiative and will emphasize the five tenets of the "Below 100" initiative to the Cadets – wear your seatbelt, wear your bullet proof vest, watch your speed, W.I.N., and complacency kills.



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Instructors will discuss good defensive driving and try to instill good habits in the Cadets. Good defensive driving habits include: using your eyes to scan and look for potential problems, identifying escape routes to use for accident avoidance, utilizing proper following distances, being attentive to high accident places (i.e., intersections), maintaining a safe stopping distance from other vehicles, being aware of your surroundings when backing, and minimizing distractions while driving as much as possible. Identifying the key elements of emergency vehicle operations and defining why a police officer must learn the necessary skills for the safe operation of the police vehicle is an important part of the lesson plan. Instructors will talk about legal principles; including, the Vehicle Code definition of emergency vehicle operation, what a true emergency is, what defines a due regard for others, the importance of knowing the source of information that makes an event a true emergency, and how law enforcement can be held liable in certain cases. Instructors will also cover appropriate case law to reinforce these issues. They will discuss the unique characteristics of nighttime driving, show how to select the appropriate emergency vehicle operation technique based on environment, examine the mechanical capabilities of a patrol vehicle, and explore the driving capabilities of the Cadets, as well as, the capabilities of others to drive a vehicle. They will learn what happens when people drive fatigued and how attitudes and emotions can impact the way you drive. In addition, Cadets will gain an appreciation for pursuit management after learning the dangers associated with a high-speed pursuit. Instructors will discuss the responsibilities of all involved in a pursuit, what tactics are best employed, the use of emergency equipment (lights and sirens), the use of specialized equipment to stop or slow down the pursued vehicle, and what actions to take as the pursuit terminates.

Cadets will participate in a practical driving course, in which they will apply the driving techniques learned in class. Those techniques minimally include the following: brake and steer, serpentine, turning maneuvers, cornering left and right, evasive maneuvers with barrier avoidance, backing techniques, straight line threshold braking, and emergency braking with ABS. Cadets must show proper control of an emergency vehicle in both daylight and nighttime hours on a given obstacle course.

### **Volume 14, Section A: Emergency Vehicle Operation**

- I. Appreciate the importance of operating a police vehicle safely.
- II. Appreciate the unique characteristics of driving at night.
- III. Appreciate the dangers associated with high-speed pursuit.



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- IV. Select the appropriate vehicle operation techniques based on environment.
  - a. Describe appropriate emergency vehicle operating techniques for inclement weather and hazardous road surfaces.
- V. Identify the key elements of emergency vehicle operations.
  - a. Define why a police officer must learn the necessary skills for the safe operation of the police vehicle.
  - b. Identify what percentage of the vehicle's capabilities the average person uses during an evasive maneuver.
  - c. Identify why the tires control the car, not the steering wheel or the brakes.
  - d. Define the difference between car ride and car handling.
  - e. Define "weight transfer."
  - f. Define problems with driving fatigue.
  - g. Define why weight transfer helps in the control of the car.
- VI. Successfully demonstrate emergency vehicle operations during the day.
  - a. Demonstrate the proper seating position while driving an emergency vehicle.
  - b. Demonstrate proper control of an emergency vehicle on a driving course.
- VII. Successfully demonstrate emergency vehicle operations at night.
  - a. Demonstrate proper control of an emergency vehicle on a driving course.
- VIII. Summarize the skills needed during high speed pursuits.

### **VOLUME 15: PHYSICAL AND EMOTIONAL READINESS**

The benefits of physical fitness and the need to address the emotional health of police officers are addressed in Volume 15. Instructors will describe the attributes of a healthy lifestyle associated with good health and longevity that improve job performance and are proven to enhance officer safety and officer survival. Cadets will learn how to evaluate where they are (their body weight) and develop a proper exercise program. They will discuss general dietary guidelines that promote a healthy lifestyle. They will learn how to train in a variety of situations, the same or similar situations that they are most likely to encounter on the job (e.g., hot weather training and cold weather training), and they will learn how to deal with or avoid exercise related injuries. In addition, instructors will discuss factors that affect your health in a negative way; such as, poor lifestyle habits, sedentary living, poor nutrition, obesity, stress, tobacco use, alcohol use, and substance abuse.

Instruction regarding emotional health issues, stress management, and resiliency training will be incorporated into Volume 15. Instructors will talk about Maslow's hierarchy of needs and initiate a discussion regarding Maslow's concept versus the emotional health and well-being of an



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individual. Normal everyday stress, positive versus negative stress, the effect stress has on your physical body, and how to integrate effective stress management techniques will be examined. Cadets will engage in discussion about how ethical conflicts specific to law enforcement can produce stress, how the law enforcement profession as a sub-culture affects stress, and how critical incidents experienced on the job affects the emotional health of law enforcement officers. Instructors will address the body's physical response to stressful situations; for instance, flight, fight, or freeze reactions, or perceptual distortions which can occur. Dealing with stress by inappropriate means; such as, drinking alcohol, isolation, and drug abuse, is not good; but, there are ways to deal with stress and have a good outcome. Instructors will explore the various positive ways stress can be reduced (e.g., physical activity, hobbies, and meditation). Instructors will have a candid conversation about police suicide and what can be done to help an officer in need, the use of critical incident stress management, and how to maintain a resiliency throughout their career in law enforcement.

The Cadets will participate in a physical fitness program. The intent of required physical fitness is to develop an overall positive attitude toward personal fitness, to develop positive fitness habits, and to prepare Cadets for the final PT test.

### **Volume 15, Section A: Health and Wellness**

- I. Appreciate that physical fitness can improve officer safety.
- II. Describe attributes of a healthy lifestyle.
  - a. Define relevance of fitness to officer survival issues.
  - b. Define habits associated with good health and longevity.
  - c. Define what constitutes good physical fitness for police officers.
  - d. Define dietary guidelines that promote a healthy lifestyle.
  - e. Define the benefits of engaging in a proper exercise program.

### **Volume 15, Section B: Emotional Health, Stress Management, and Resiliency Training**

- I. Integrate effective stress management techniques.
- II. Comprehend the physical and emotional effects of stress.
  - a. Define emotional health.
  - b. Define stress and identify ethical conflicts in law enforcement that can produce stress.
  - c. Define police role conflict and how it affects stress.
  - d. Define how the human body reacts to stress.



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- e. Define how stressful situations can be approached by police officers and how stress can be reduced.

## **VOLUME 16: DEFENSIVE TACTICS**

Volume 16 focuses on tactical self-defense and less-lethal weapon familiarization. Cadets will be able to identify and demonstrate basic self-defense tactics; including, basic throws and falls, strike points, controlling or subduing suspects through locks, grips and weaponless come-along holds, and use of pressure point control. Cadets will be able to define the terms resistance, justified action, and necessary force in the context of unarmed and armed defense techniques. In tactical self-defense classes, Cadets will begin to understand that the techniques they learn will have an impact on officer safety and can increase job performance.

They will learn the basic principles of stance, balance, breathing, yielding, contact, time, and distance, and will be able to demonstrate effective responses to both active and passive resistance. Instructors will teach the Cadets techniques in standing and ground transitions, angles of movement, pain compliance, joint locks and leverage techniques, strikes, blocks, edged weapon defense, and handgun retention/disarming techniques. Cadets will demonstrate techniques used to subdue attacking or resisting persons, as well as, demonstrating effective ground fighting techniques and physical skills when struggling with multiple people. In addition, they will be able to describe and demonstrate basic techniques for physically removing a resisting person from a vehicle.

Instructors will provide an orientation to handcuffing. Cadets will become familiar with the parts and mechanics of handcuffs, be shown the proper way to grip handcuffs, how to place handcuffs on a suspect (hands to the rear), and the safest way to remove handcuffs from a suspect. Cadets will demonstrate handcuffing a single suspect (both compliant and combative), handcuffing two suspects with a single pair of handcuffs, and handcuffing a suspect in a standing and prone position to an acceptable level of proficiency.

Instructors will discuss the use of a variety of less-lethal weapons as an additional Use of Force option. A basic history and definition of the Electronic Control Device (ECD) will be explained. Cadets will learn the capabilities of the ECD and how it may be used to control a subject.



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The strategic purpose and concepts of the police baton (an impact weapon), the specific target areas on the body, and the inherent dangers of using an impact weapon will be another form of less-lethal weapon examined. Cadets will be able to identify vital body points that are good “target” areas, as well as, identifying those body points that are potentially lethal when struck by an impact weapon. They will be able to identify whether the utilization of the police baton would be appropriate and/or justified given the circumstances, and they will be able to document such justification in a report. Cadets will also be able to demonstrate proficiency and proper technique when using the police baton as a defense technique used to subdue or gain control of an attacking or resisting person.

Another less-lethal weapon that will be studied, is OC spray. Identifying key terms, understanding basic principles, recognizing the risks and benefits of OC as a less-lethal use of force option will be addressed. Instructors will teach Cadets to recognize the risks and benefits of less-lethal projectiles; such as, pepper ball, flash bangs, and flash grenades. Cadets will have the opportunity to demonstrate proficiency in spraying OC on a person to gain control, and they will be given the opportunity to demonstrate the ability to still function effectively after their own exposure to OC spray. Cadets will then learn to execute techniques that will deactivate (recover from) the spray.

### **Volume 16, Section A: Tactical Self-Defense**

- I. Accept that self-defense techniques can increase officer safety.
- II. Demonstrate effective responses to both active and passive resistance.
  - a. Demonstrate techniques used to subdue attacking or resisting persons using locks, grips, and holds (not mechanical devices).
  - b. Define resistance, justified action and necessary force, in the context of unarmed and armed defense techniques.
  - c. Identify basic self-defense tactics.
  - d. Demonstrate basic self-defense tactics including basic throws and falls.
  - e. Demonstrate basic self-defense tactics including strike points.
  - f. Demonstrate basic self-defense tactics including control through locks, grips, and weaponless come-along holds.
  - g. Demonstrate basic self-defense tactics including subdue through locks, grips, and weaponless come-along holds.
  - h. Demonstrate basic self-defense tactics including use of pressure point control.
  - i. Demonstrate effective physical skills when struggling with multiple persons at one time.
  - j. Demonstrate the use of hands and feet in self-defense.
- III. Demonstrate effective ground fighting techniques.



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- a. Demonstrate how to avoid being taken to the ground by a subject.
- b. Demonstrate techniques on how to escape once an officer is on the ground.
- c. Demonstrate techniques to control and subdue a suspect once on the ground.
- IV. Apply handcuffs and other restrains to both compliant and combative subject(s).
  - a. Identify proper procedure to handcuff suspects or prisoners.
  - b. Demonstrate at an acceptable level of proficiency, handcuffing single suspect.
  - c. Demonstrate at an acceptable level of proficiency, handcuffing two suspects with a single pair of handcuffs.
  - d. Demonstrate at an acceptable level of proficiency, the removal of handcuffs from one and/or two suspects by maintaining control of the suspect(s).
  - e. Demonstrate at an acceptable level of proficiency, the removal of handcuffs from one and/or two suspects by maintaining control of the restraining device.
  - f. Demonstrate knowledge of and facility in the use of police handcuffs, including the proper procedures for behind the back and the interlocking method of handcuffing.
- V. Describe techniques for removing people from a vehicle.
  - a. Physically remove resisting person from vehicle.
  - b. Demonstrate basic techniques related to removing a resisting person from a vehicle.

**Volume 16, Section B: Less Lethal Weapon Familiarization**

- I. Appreciate that Less Lethal Weapons provide additional use of force options.
- II. Understand the capabilities of Electronic Control Devices; (e.g., Taser).
  - a. Summarize the use of Electronic Control Device; (e.g., Taser) when used to control subject(s).
- III. Demonstrate proper techniques for the baton.
  - a. Define each of the strategic purposes of the baton.
  - b. Define uses and dangers of using a baton.
  - c. Demonstrate armed defense techniques including the use of a baton to subdue an attacking or resisting person.
  - d. Demonstrate disarming techniques, and control techniques using the baton.
  - e. Identify whether or not the utilization of the police baton would be appropriate and/or justified in given situations.
  - f. Identify the vital body points and bone edges that affect police baton "target" areas.
  - g. Identify those body points that are potentially lethal when struck by a baton.
- IV. Recognize the risks and benefits of OC spray.
  - a. Demonstrate the ability to avoid/function effectively after exposure to various common toxic substances.
  - b. Demonstrate proper use of chemical/OC spray to control a person.



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- V. Recognize the risks and benefits of Less Lethal projectiles.
  - a. Summarize Use Less Lethal devices to control/disable person.

### **VOLUME 17: FIREARMS**

In Volume 17 the focus will be on the importance of developing, maintaining, and employing proper skills with a variety of firearms. An introduction to firearms will begin with a review of the “Cardinal Rules of Firearms Safety” including the necessity to consider all firearms loaded, point the muzzle in a safe direction, keep your finger off the trigger until a decision is made to fire, and having awareness of your target and its surroundings. Instructors will point out the importance of how attitude, confidence, and mental conditioning play a role in, not only police work in general; but, in firearms performance as well. They will discuss ethics and firearms use involving the topics of skills and training, firearms safety, mental preparation, training issues, off-duty considerations and judgmental decision making. They will then proceed to explain the parts and components of the semi-automatic pistol and Cadets will be able to maintain and clean their handgun.

Next, the fundamentals of shooting a handgun; specifically, shooting technique, trigger control, breathing control, and follow through will be addressed. Cadets will practice drawing the gun from their holster and re-holstering the gun properly. They will learn how to safely load and unload the gun with ammunition. Then they will become familiar with and practice various shooting positions and maneuvers; such as, shooting from a barricade, shooting at multiple targets, shooting while moving, and shooting a moving target. Cadets will then build on what they have already learned, by attaining the ability to shoot a handgun in adverse light conditions. Instructors will teach the principles of adverse light operations. One way Cadets will learn to adapt is by using a flashlight, in both a searching technique or as part of a shooting technique. Ultimately, Cadets will safely and effectively perform all skills enumerated on the “Handgun Skills Checklist” according to the established criteria, and they will be able to demonstrate proper firearm safety procedures and proper shooting techniques by shooting a course of fire both in daylight and adverse light conditions at the required level of proficiency.

Once again building upon what has already been accomplished in handgun skills training, Cadets will also cover and discuss the importance of developing, maintaining, and employing proper skills with the shotgun. Instructors will point out the advantages, as well as, the disadvantages of the police shotgun. Instructors will review the parts of the shotgun and Cadets will familiarize



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themselves with terms associated with the shotgun; such as, choke, gauge, pattern, shot, and slug. Cadets will learn shotgun fundamentals, including, stance, grip, sighting, trigger control, and manual safe operation. They will be able to load and unload a shotgun, be familiar with various carry positions, search ready positions, firing positions, and will learn the effective functional range of the shotgun. Ultimately, Cadets will be able to safely and effectively perform all skills enumerated on the "Shotgun Skills Checklist" according to the established criteria and be able to demonstrate proper firearm safety procedures and proper shooting techniques by shooting a course of fire at the required level of proficiency.

Building upon what has already been accomplished in handgun skills training and shotgun skills training, Cadets will also cover and discuss the importance of developing, maintaining, and employing proper skills with a patrol rifle. After reviewing the "Cardinal Rules of Firearms Safety," Cadets will be introduced to the patrol rifle as a support tool. Instructors will discuss the advantages and disadvantages of the patrol rifle. Some of the topics instructors will touch upon for the patrol rifle are, ammunition options, storage and security issues, supplemental sighting systems, types of slings, loading and unloading, and illumination devices. Instructors will focus on the operation and function of the AR-15 as a patrol rifle. Cadets will learn the parts of the AR15. They will talk about the high ready position, the condition of the weapon, the trigger finger outside the trigger guard, the safety circle, and the verbal challenge. Cadets will also become familiar with speed reload techniques, stoppage clearances, how to transition to the handgun, the fundamentals of marksmanship, and various shooting positions. Ultimately, Cadets will be able to safely and effectively perform all skills enumerated on the "Patrol Rifle Skills Checklist" according to the established criteria and be able to demonstrate proper firearm safety procedures and proper shooting techniques by shooting a course of fire at the required level of proficiency.

Building upon what has already been accomplished in the prior firearms skills training, Cadets will participate in a stress shooting course. The instructors will give an introduction and cautions, discuss the process and procedure, the range layout, and the exercise. The stress shooting course will cause Cadets to experience the effects of physical stress on manual dexterity and shooting skills. They will engage targets after physical exertion. Cadets will still be expected to demonstrate proper use of cover while engaging targets after performing physically stressful tasks. They will be expected to demonstrate the ability to make proper shoot/no shoot decisions and will demonstrate the capacity to use deadly force properly in stressful circumstances.



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**Volume 17, Section A: Handgun**

- I. Respect the importance of developing, maintaining, and employing proper handgun skills.
- II. Shoot a qualifying score on the (daylight) Handgun Qualification Course.
  - a. Demonstrate competence with a service weapon by shooting a course of fire at the required level of proficiency.
- III. Shoot a qualifying score on the Adverse Light Handgun Qualification Course.
  - a. Demonstrate competence with a service weapon by shooting a course of fire at the required level of proficiency.
- IV. Safely and effectively perform all skills enumerated on the Handgun Skills Checklist according to the established Criteria.
  - a. Demonstrate proper firearm safety procedures.
  - b. Demonstrate proper shooting techniques.

**Volume 17, Section B: Shotgun**

- I. Respect the importance of developing, maintaining, and employing proper shotgun skills.
- II. Identify uses and limits on use of a shotgun.
- III. Safely and effectively perform all skills enumerated on the Shotgun Skills Checklist according to the established Criteria.
  - a. Demonstrate proper firearm safety procedures.
  - b. Demonstrate proper shooting techniques.

**Volume 17, Section C: Patrol Rifle**

- I. Respect the importance of developing, maintaining, and employing proper patrol rifle skills.
- II. Identify uses and limits on use of a patrol rifle.
- III. Safely and effectively perform all skills enumerated on the Patrol Rifle Skills Checklist according to the established Criteria.
  - a. Demonstrate proper firearm safety procedures.
  - b. Demonstrate proper shooting techniques.

**Volume 17, Section D: Stress Shooting Course**

- I. Experience the effects of physical stress on manual dexterity and shooting skills.
- II. Engage targets after physical exertion.
- III. Properly use cover while engaging targets after performing physically stressful tasks.
  - a. Demonstrate the ability to make proper shoot/no shoot decisions.
  - b. Demonstrate capacity to use deadly force properly in stressful circumstances.



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**VOLUME 18: EMERGENCY RESPONSE TRAINING**

First Aid, CPR, Tactical Medicine, and Opioid Management training is addressed in Volume 18. Cadets will learn to appreciate the importance of police officers having appropriate first responder medical skills. Instructors will focus on the topics of the “Good Samaritan Act” and “abandonment”. Cadets will learn and apply knowledge, skills, and abilities required to be certified in First Aid, CPR, and the AED. They will learn how to assess the scene, how to activate EMS services, and learn the risks and management of blood borne pathogens and disease transmission. They will be able to assess a patient by checking consciousness, breathing status, and pulse. They will learn the signs and symptoms of emergency conditions and learn how to manage such issues as: respiratory arrest, airway blockage, cardiac arrest, hemorrhage control, shock, diabetic emergencies, seizures, stroke, and emergency childbirth. They will learn the signs and symptoms of injuries and will learn how to manage such injuries as: muscle, bone, and joint injuries, head, neck, and spinal injuries, and environmental injuries; (e.g., burns, heat stroke, heat exhaustion, hypothermia, and frostbite).

Instructors will spend time focusing on the topic of the current opioid epidemic. Cadets will recognize the role of officers responding to drug overdose situations. Instructors will define opioid substances, discuss the Drug Act in association with various opioids, talk about the legal use of opioids as a medical treatment, and the illegal use of opioids. Cadets will learn which individuals are most at risk of overdose; such as, those taking prescription meds, senior citizens, individuals accidentally ingesting a substance, individuals experimenting with drugs, addicted individuals, those committing suicide, and police officers. Instructors will discuss Pennsylvania’s response to the overdose problem, review ACT 139, and the provisions of that law. Cadets will be able to identify the initial response procedures to follow when encountering a drug overdose; namely, check scene safety, observe and note symptoms of opioid overdose, summon medical assistance, render first aid, and administer naloxone. They will discuss the principles and procedures related to the administration of Naloxone – intranasal administration, concerns and considerations, and providing basic life support.

The concepts of tactical medicine will be discussed in this volume as well. Cadets will learn the phases of tactical emergency casualty care, recognize and understand that some line of duty deaths are preventable, and be able to respond to medical emergencies for seriously injured officers. They will be able to utilize the proper protocol and methods of applying a tourniquet to control severe extremity hemorrhaging, and apply other techniques; such as, hemostatic agents and pressure dressings, to deal with other types of hemorrhaging. They will also be introduced



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to the management of penetrating injuries to the torso or airway issues, such as, nasopharyngeal airways, open chest trauma, or tension pneumothorax. Instructors will discuss methods of assessing the treatment of a casualty; how to check their mental status, their circulation status, and perform a physical exam, and conduct a remote assessment, if need be. Medical and tactical considerations that influence officer extrication, rescue planning, and transportation of the victim officer will also be reviewed.

**Volume 18, Section A: First Aid, CPR, AED**

- I. Appreciate the importance of police officers having appropriate first responder medical skills.
- II. Appropriately apply the knowledge, skills, and abilities required to be First Aid, CPR, and AED certified.

**Volume 18, Section B: Opioid Overdoses and Management**

- I. Appreciate the role of officers responding to drug overdoses.
  - a. Discuss the current opioid epidemic.
  - b. Recognize Pennsylvania's response to the overdose problem.
- II. Identify the initial response procedures to follow when encountering a drug overdose.
  - a. Discuss the signs and symptoms of an opioid overdose.
- III. Discuss the principles and procedures related to the administration of Naloxone.

**Volume 18, Section C: Tactical Medicine**

- I. Appreciate the role that Tactical Medicine plays in officer safety.
- II. Recognize the components of the acronym "THREAT" as they apply to tactical medicine.
- III. Describe the proper protocol and methods of applying a tourniquet to control severe extremity hemorrhaging.
- IV. Describe other techniques for hemorrhage control including hemostatic agents and pressure dressings.
- V. Discuss penetrating injuries to the torso or airway and their management.
- VI. Identify methods of assessing a casualty including remote assessment.
- VII. Identify the medical and tactical considerations that influence officer rescue planning.
- VIII. Discuss "Care in Custody" issues.



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**VOLUME 19: HANDLING ARRESTED PERSONS**

The Mechanics of Arrest, Restraint, and Control, Transporting Prisoners, and In-Custody Risks will be taught in Volume 19. Instructors will discuss the risks associated with handling subjects, talk about officer safety, and officer mindset. Cadets will gain the ability to evaluate the circumstances of an arrest, determine the appropriate amount and kind of force that may legally be used in a custodial arrest situation, apply policies and procedures, and deal with a situation. They will discuss effecting an arrest, tactical approaches, safety considerations, using force, and normal subject responses that can be expected. They will practice conducting the search of a person, both as a standing field search, and as a prone position search. Instructors will discuss the proper procedures for conducting the search of someone of the opposite sex, strip searches, and body cavity searches. Cadets will be able to demonstrate the proper techniques for controlling subjects during searches. They will also be able to describe the proper procedures for handling evidence seized during the search of an arrested subject.

Proper safety measures when transporting prisoners or detained subjects will be addressed by instructors as an officer safety issue. They will discuss the need to search the vehicle interior for weapons or contraband at the beginning of every shift and whenever non-police personnel have been in the vehicle. They will have knowledge in general prisoner transportation procedures, the types of transports that an officer may be called upon to conduct, and special tactical considerations associated with different types of transports. Cadets will be able to demonstrate the appropriate amount and kind of force that may legally be used in restraining an individual during transportation, as well as, the use of restraining devices, and controlling a person resisting arrest. Instructors will familiarize the Cadets with their role in the detention process. They will have a general understanding of correctional facilities and booking procedures, which would include the documentation of the arrestee's personal property, documenting medical care for a person in custody, and any reports to be completed for a detained suspect.

In-custody risks the health and welfare of people under police control, will also be addressed in Volume 19. Instructors will impress upon the Cadets that they clearly have full responsibility for the care of any person in police custody. Cadets will be able to recognize and evaluate a prisoner for breathing, struggling, oxygen deprivation issues, and determine the appropriate response based on the physical and medical condition of that person. Cadets will be able to understand the signs of increased suicide risk, know procedures to follow when a risk is present, and understand the potential liability for failing to address a suicide risk or safeguard a person under their control. They will demonstrate an understanding of the risks for a person under the



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influence of drugs or alcohol or suffering from a mental health condition. They will be able to recognize the signs of "Sudden In-Custody Death Syndrome," know the physical causes, and understand how to report/document such an event.

**Volume 19, Section A: Mechanics of Arrest, Restraint and Control**

- I. Discuss the risks associated with handling subjects.
- II. Demonstrate the proper techniques for controlling subjects.
  - a. Demonstrate the appropriate amount and kinds of force that may legally be used in an arrest and custody situation.
  - b. Demonstrate the ability to evaluate the circumstances of an arrest, transportation and supervision situation and be able to identify appropriate policies and procedures.
  - c. Identify the tactical and safety considerations an officer should make in approaching an arrest situation.
  - d. List the potential dangers involved in making an arrest and the precautions that an officer can take to minimize danger in these situations.
- III. Conduct a search of subjects.
  - a. Identify proper procedure to conduct field search of arrested persons.
  - b. Identify proper procedures to conduct frisk or pat down.
  - c. Identify proper procedures for conducting a strip search.
  - d. Demonstrate knowledge of searching procedures.
- IV. Describe the proper procedures for handling evidence obtained during the search of an arrested subject.
  - a. Identify proper procedures for conducting a strip search.
  - b. Identify need to seize evidence discovered during a custodial search including weapons, contraband, and fruits of a crime.
- V. Inform subjects of their Miranda Rights.
  - a. Identify when a person must be advised of their constitutional (Miranda) rights.

**Volume 19, Section B: Transporting Prisoners**

- I. Integrate proper safety measures when transporting and detaining subjects.
- II. Demonstrate proper procedures when transporting subjects.
  - a. Identify proper procedures to transport prisoners.
  - b. Identify need to search patrol vehicle interior for weapons or contraband at beginning of shift and whenever non-police personnel have been in vehicle.
  - c. Demonstrate the appropriate amount and kind of force that may legally be used in restraining an individual during transportation.



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- d. Demonstrate proper use of restraining devices, including the control of resistance to arrest.
  - e. Demonstrate knowledge of the procedures to be used in the transportation of persons with and without protective barriers in the police vehicle.
  - f. Demonstrate knowledge in general prisoner transportation procedures, the types of transports that an officer may be called upon to conduct, and special tactical considerations associated with different types of transports.
- III. Participate in the detention process.
- a. Identify proper procedures to guard prisoners detained at facilities other than the jail.
  - b. Define the proper procedures for detention of arrested persons for an extended period (1-5 hours) of time.
- IV. Identify documentation required in custodial situations.
- a. Demonstrate knowledge on how to fill out forms to inventory arrested persons' personal property.
  - b. Identify the importance of documenting medical care provided to a person in custody.
  - c. Identify written reports that need to be completed when a suspect is detained.

**Volume 19, Section C: In-Custody Risks**

- I. Accept responsibility for the health and welfare of people under police control.
- II. Explain the appropriate control and restraint techniques based on the condition of an individual in police custody.
  - a. Recognize when an individual is experiencing mental health issues.
  - b. Recognize when an individual has physical limitations.
  - c. Recognize when an individual has a medical condition.
  - d. Recognize when an individual is under the influence of drugs or alcohol.
  - e. Recognize when an individual has a developmental or intellectual disability.
- III. Explain proper procedures to follow when suicide risk indicators are present.
  - a. Identify indicators of suicide risk in an arrested or detained individual.
  - b. Define characteristics of prisoners prone to committing suicide in a detention facility.
- IV. Explain police liability when an officer fails to safeguard an individual under their control.
  - a. Identify an officer's liability when he/she fails to recognize when an individual is under the influence of drugs or alcohol or suffering from a physical or mental health condition.
  - b. Identify an officer's liability when he/she fails to recognize the indicators and causes of Sudden In-Custody Death Syndrome.



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- c. Identify an officer's liability when he/she fails to recognize reasonable indications of suicide risk.
- V. Given a fact pattern and without assistance, demonstrate appropriate control and restraint techniques according to an individual's condition.