

CJ-1390: POLICE ACADEMY II

Cuyahoga Community College

Viewing: CJ-1390 : Police Academy II

Board of Trustees:

March 2020

Academic Term:

Fall 2020

Subject Code

CJ - Criminal Justice

Course Number:

1390

Title:

Police Academy II

Catalog Description:

As part of the Ohio Police Officers Training Commission Basic Academy Curriculum, this course will introduce students to various topics necessary in the field of law enforcement. Topics to be covered include: investigation; Homeland Security; introduction to traffic; motor vehicle offenses; uniform traffic tickets; traffic direction and control; human relations; civil disorders; critical injury first aid; physical conditioning; subject control. Open to Police Academy Students only.

Credit Hour(s):

6

Lecture Hour(s):

5

Lab Hour(s):

3

Requisites

Prerequisite and Corequisite

Departmental approval: admission to the Ohio Peace Officer Training Commission Basic Police Academy.

Outcomes

Course Outcome(s):

Apply appropriate crime scene processing techniques.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):

1. Describe the primary responsibilities of the first responder to a crime scene.
2. Describe measures the officer can take to control contamination at a crime scene.
3. Demonstrate the steps of processing a basic property crime.
4. Demonstrate the steps of processing a basic vehicle crime.
5. Recognize the difference between class and individual evidence characteristics.
6. Demonstrate lifting a latent print off a nonporous surface.
7. Describe chain of custody.
8. Describe what first responders should ensure before collecting any device that may contain electronic evidence.
9. Describe the broad categories of electronic evidence.
10. Describe how you would preserve cloud based or third party stored digital evidence.
11. Explain how digital evidence is preserved on collected physical devices.
12. Explain the crime scene photograph perspectives.

13. Explain the basic procedures for photographing crime scenes.
14. Identify the cardinal rules of crime scene photography.
15. Explain the reasons for tracing stolen property.
16. Identify sources of information for tracing stolen property.
17. Identify resources to use in establishing the value of stolen property.
18. Identify general indicators of stimulant use.
19. Identify paraphernalia associated with cocaine use.
20. Identify paraphernalia associated with methamphetamine use.
21. Identify general indicators of depressant use.
22. Identify general indicators of narcotic use.
23. Identify paraphernalia associated with heroin use.
24. Identify general indicators of hallucinogen use.
25. Identify general indicators of cannabis use.
26. Identify paraphernalia associated with marijuana use.
27. Identify general indicators of dissociative anesthetic use.
28. Identify general indicators of inhalant use.
29. Describe sensory perceptions needed to determine reasonable suspicion of drug use.
30. Describe what field-testing kits allow the officer to do.
31. List the basic steps of using a field-testing kit.
32. Define methamphetamine lab.
33. Identify the most utilized methods of manufacturing methamphetamine in Ohio.
34. Describe general indicators of methamphetamine labs.
35. Identify what law enforcement officers are responsible for when it comes to clandestine laboratories.
36. Describe the methods of lineups.
37. Recognize legal gambling in Ohio.
38. Recognize illegal gambling in Ohio.
39. Explain why surveillance should be conducted.
40. Describe the methods of surveillance.
41. Differentiate between an interview and interrogation.
42. Explain how to gain rapport with a subject.
43. Identify purposes of interrogation.
44. Recognize factors to consider in determining if an individual is in custody.
45. Explain the Miranda warning.
46. Recognize under what two conditions an officer is required to read the Miranda warning to a suspect.
47. Recognize the standard against which a waiver will be judged when an accused waives his/her Miranda rights.
48. Explain the fruits of the poisonous tree.
49. Recognize when police can further question a suspect who has previously been advised of his/her Miranda rights.
50. Explain the public safety exception to the Miranda warning.

Course Outcome(s):

Achieve certification in Ohio Hazmat & Weapons of Mass Destruction (WMD) Awareness for the First Responder.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):

1. Successfully complete with a passing score the Ohio Fire Academy: Ohio HazMat & WMD Awareness for the First Responder training course.
2. Define explosive device.
3. Define incendiary device.
4. Identify the critical components of an IED.
5. Explain the explosive effects of an IED.
6. Describe common methods used to initiate an IED.
7. Identify common motivations of bombers.
8. Describe the three types of bomb search teams.
9. List the procedures for when a suspicious item is found.

10. Identify the elements of terrorism.
11. Describe common beliefs among sovereign citizen extremists.
12. Describe indicators of a sovereign citizen extremist encounter.
13. Identify the indicators and behaviors of potential criminal or noncriminal activities requiring additional information during investigation.
14. Identify the indicators and behaviors of defined criminal activity and potential terrorism nexus activity.
15. Pass the Federal Emergency Management Agency (FEMA) IS-100.b Introduction to Incident Command System course.
16. Pass the Federal Emergency Management Agency (FEMA) IS-700.a National Incident Management System, an Introduction course.

Course Outcome(s):

Interpret and apply motor vehicle offense laws.

Essential Learning Outcome Mapping:

Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

Objective(s):

1. Identify the primary reason for traffic enforcement.
2. Identify the Ohio Revised Code section that covers definitions related to motor vehicle offenses.
3. Identify the Ohio Revised Code chapter that covers moving violations.
4. Apply Ohio Revised Code chapters and subsections covering motor vehicle offenses.
5. Identify the Ohio Revised Code chapter that covers equipment violations.
6. Identify the Ohio Revised Code chapter that covers driver's license suspensions.
7. Identify the Ohio Revised Code chapter that covers motor vehicle crimes.

Course Outcome(s):

Complete a Uniform Traffic Ticket.

Essential Learning Outcome Mapping:

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Explain the information an officer must relay to a defendant concerning the defendant's failure to appear in court at the time stated on the affidavit or pay for a traffic ticket.
2. Complete a Uniform Traffic Ticket.
3. Explain when an officer may arrest, rather than issue a citation, for a minor misdemeanor.

Course Outcome(s):

Apply techniques for controlling and directing traffic.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

1. State the officer's assumed authority for traffic control.
2. Identify traffic direction and control actions.
3. Identify methods of controlling traffic.

Course Outcome(s):

Successfully complete with a passing score the National Institute of Corrections (NIC) Interpersonal Communications in the Correctional Setting training course.

Essential Learning Outcome Mapping:

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Objective(s):

1. Demonstrate interpersonal communication and de-escalation skills.
2. Describe the responsibilities of a corrections officer.
3. Describe the differences between apathy, sympathy, and empathy.
4. Explain how to avoid manipulation by inmates
5. Describe the difference between officer response to a traditional inmate encounter and an encounter with an inmate with a mental illness.
6. Apply the Loss model to recognize the nature of a person's crisis.
7. Apply the Engage, Assess, Resolve (EAR) model when de-escalating a person in crisis.
8. Explain the LAST model to assess suicidal intent.
9. Describe the warning signs of an inmate contemplating suicide.
10. Describe what the officer's goal should be when talking to a person contemplating suicide.

Course Outcome(s):

Demonstrate principles of effective crowd control.

Objective(s):

1. Explain the balance between First Amendment rights and the need to protect public safety and property.
2. Describe mob behavior.
3. Distinguish the basic concepts of perimeter crowd control.
4. State the common uses for a mobile field force.
5. Demonstrate a column formation.
6. Demonstrate a line skirmish formation.
7. Demonstrate a wedge formation.
8. Identify the color codes and each associated chemical agent that may be used by law enforcement agencies.
9. State the steps for administering first aid to an individual who has been exposed to the chemical agents chloroacetopone (CN/ Mace)) or chlorobenzalmalnonitrille (CS/teargas).
10. State the steps for administering first aid to an individual who has been exposed to the chemical agent Oleorisin Capsicum (OC/ pepper spray).

Course Outcome(s):

Demonstrate the ability to use the medical skills necessary to save his/her own life or the life of another in a high threat environment before the arrival of Emergency Medical Services (EMS)

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

1. Explain the steps to apply a tourniquet.
2. Demonstrate how to apply a tourniquet.
3. Explain the steps in junctional hemorrhage control.
4. Demonstrate junctional hemorrhage control.
5. Explain the steps to insert a nasopharyngeal airway.
6. Demonstrate how to insert a nasopharyngeal airway.
7. Explain the steps for sealing a chest wound.
8. Demonstrate how to seal a chest wound.
9. Demonstrate ethical decision making and critical thinking in a practical application scenario.

Course Outcome(s):

Interpret and apply the importance of lifelong health and fitness.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

1. Perform the final physical assessment of sit-ups.
2. Perform the final physical assessment of push-ups.
3. Perform the final physical assessment of the 1.5 mile run.

Course Outcome(s):

10. Apply the principles of subject control.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

- a. Demonstrate the principles of body alignment.
- b. Demonstrate the principles of subject approach and control.
- c. Demonstrate the principles of strikes.
- d. Demonstrate the principles of takedowns.
- e. Demonstrate the principles of handcuffing.
- f. Demonstrate the principles of ground defense.
- g. Demonstrate the principles of environmental weapons.
- h. Demonstrate the principles of escapes from body locks and hold releases.
- i. Demonstrate the principles of weapon retention.
- j. Demonstrate the principles of weapon encounter defenses.
- k. Demonstrate ethical decision making and critical thinking in a practical application scenario.

Methods of Evaluation:

1. Practical exercises
2. Objective examinations
3. Group presentation
4. Research paper
5. Homework assignments

Course Content Outline:

1. Crime scene processing techniques
 - a. The primary responsibilities of the first responder to a crime scene
 - b. Measures the officer can take to control contamination at a crime scene
 - c. Processing a basic property crime
 - d. Processing a basic vehicle crime
 - e. Differences between class and individual evidence characteristics
 - f. Lifting a latent print off a nonporous surface
 - g. Chain of custody
 - h. Describe what first responders should ensure before collecting any device that may contain electronic evidence
 - i. Categories of electronic evidence
 - j. Preserving cloud based or third party stored digital evidence
 - k. Digital evidence preservation on collected physical devices
 - l. Crime scene photograph perspectives
- m. Basic procedures for photographing crime scenes
- n. Cardinal rules of crime scene photography
- o. Reasons for tracing stolen property
- p. Sources of information for tracing stolen property
- q. Resources to use in establishing the value of stolen property
 - r. General indicators of stimulant use
 - s. Paraphernalia associated with cocaine use
 - t. Paraphernalia associated with methamphetamine use
 - u. General indicators of depressant use
 - v. General indicators of narcotic use
 - w. Paraphernalia associated with heroin use

- x. General indicators of hallucinogen use
 - y. General indicators of cannabis use
 - z. Paraphernalia associated with marihuana use
 - aa. General indicators of dissociative anesthetic use
 - bb. General indicators of inhalant use
 - cc. Sensory perceptions needed to determine reasonable suspicion of drug use
 - dd. What field-testing kits allow the officer to do
 - ee. Basic steps of using a field-testing kit
 - ff. Methamphetamine lab
 - gg. Methods of manufacturing methamphetamine in Ohio
 - hh. Indicators of methamphetamine labs
 - ii. What law enforcement officers are responsible for when it comes to clandestine laboratories
 - jj. Methods of lineups
 - kk. Legal gambling in Ohio
 - ll. Illegal gambling in Ohio
 - mm. Why surveillance should be conducted
 - nn. Methods of surveillance
 - oo. Interviews and interrogations
 - pp. How to gain rapport with a subject
 - qq. Purposes of interrogation
 - rr. Factors to consider in determining if an individual is in custody
 - ss. The Miranda warning
 - tt. When is an officer is required to read the Miranda warning to a suspect
 - uu. Standards against which a waiver will be judged when an accused waives his/her Miranda rights.
 - vv. The fruits of the poisonous tree
 - ww. When police can further question a suspect who has previously been advised of his/her Miranda rights
 - xx. The public safety exception to the Miranda warning
2. Certification in Ohio Hazmat & WMD Awareness for the First Responder
- a. Ohio Fire Academy: Ohio HazMat & WMD Awareness for the First Responder training course
 - b. Explosive device
 - c. Incendiary device
 - d. Critical components of an IED
 - e. Explosive effects of an IED
 - f. Common methods used to initiate an IED
 - g. Common motivations of bombers
 - h. Three types of bomb search teams
 - i. Procedures for when a suspicious item is found
 - j. Elements of Terrorism
 - k. Common beliefs among sovereign citizen extremists
 - l. Indicators of a sovereign citizen extremist encounter
 - m. Indicators and behaviors of potential criminal or noncriminal activities requiring additional information during investigation
 - n. Indicators and behaviors of defined criminal activity and potential terrorism nexus activity
 - o. Federal Emergency Management Agency (FEMA) IS-100.b Introduction to Incident Command System course
 - p. Federal Emergency Management Agency (FEMA) IS-700.a National Incident Management System, an Introduction course
3. Motor vehicle offense laws
- a. Primary reason for traffic enforcement
 - b. Ohio Revised Code section that covers definitions related to motor vehicle offenses
 - c. Ohio Revised Code chapter that covers moving violations
 - d. Ohio Revised Code chapters and subsections covering motor vehicle offenses
 - e. Ohio Revised Code chapter that covers equipment violations
 - f. Ohio Revised Code chapter that covers driver's license suspensions
 - g. Ohio Revised Code chapter that covers motor vehicle crimes
4. Uniform Traffic Ticket
- a. Information an officer must relay to a defendant concerning the defendant's failure to appear in court at the time stated on the affidavit or pay for a traffic ticket
 - b. Uniform Traffic Ticket
 - c. When an officer may arrest, rather than issue a citation, for a minor misdemeanor

- d. Techniques for controlling and directing traffic
- e. Officer's assumed authority for traffic control
- f. Traffic direction and control actions
- g. Methods of controlling traffic
- 5. National Institute of Corrections (NIC) Interpersonal Communications in the Correctional Setting course
 - a. Interpersonal communication and de-escalation skills
 - b. Responsibilities of a corrections officer
 - c. Differences between apathy, sympathy, and empathy
 - d. How to avoid manipulation by inmates
 - e. The difference between officer response to a traditional inmate encounter and an encounter with an inmate with a mental illness
 - f. Loss model to recognize the nature of a person's crisis
 - g. EAR model when de-escalating a person in crisis
 - h. LAST model to assess suicidal intent
 - i. Warning signs of an inmate contemplating suicide
 - j. Officer's goal should be when talking to a person contemplating suicide
- 6. Principles of effective crowd control
 - a. Balance between First Amendment rights and the need to protect public safety and property
 - b. Mob behavior
 - c. Basic concepts of perimeter crowd control
 - d. Common uses for a mobile field force
 - e. Column formation
 - f. Line skirmish formation
 - g. Wedge formation
 - h. Color codes and each associated chemical agent that may be used by law enforcement agencies
 - i. Steps for administering first aid to an individual who has been exposed to the chemical agents CN or CS
- 7. Steps for administering first aid to an individual who has been exposed to the chemical agent OC.
- 8. Medical skills necessary to save his/her own life or the life of another in a high threat environment before the arrival of Emergency Medical Services (EMS)
 - a. Steps to apply a tourniquet
 - b. How to apply a tourniquet
 - c. Steps in junctional hemorrhage control
 - d. Junctional hemorrhage control
 - e. Steps to insert a nasopharyngeal airway
 - f. How to insert a nasopharyngeal airway
 - g. Steps for sealing a chest wound
 - h. How to seal a chest wound
 - i. Ethical decision making and critical thinking in a practical application scenario
- 9. Importance of lifelong health and fitness
 - a. Final physical assessment of sit-ups
 - b. Final physical assessment of push-ups
 - c. Final physical assessment of the 1.5 mile run
- 10. Principles of subject control
 - a. Principles of body alignment
 - b. Principles of subject approach and control
 - c. Principles of strikes
 - d. Principles of takedowns
 - e. Principles of handcuffing
 - f. Principles of ground defense
 - g. Principles of environmental weapons
 - h. Principles of escapes from body locks and hold releases
 - i. Principles of weapon retention
 - j. Principles of weapon encounter defenses
 - k. Ethical decision making and critical thinking in a practical application scenario

Resources Other

Lawriter. (2017). *Ohio laws and rules: Ohio revised code (R.C.)*. Retrieved from <http://codes.ohio.gov> (<http://codes.ohio.gov/>)
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Responder training program. [PowerPoint presentation]. Retrieved December 30, 2014, Ohio Peace Officer Training Commission. (current version) *Peace officer basic training (POBT): Unit 2-2K offenses against public peace* [Lesson plan]. London, OH: Ohio Attorney General, Ohio Peace Officer Training Commission.

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Hayes, L. (1995). *Training curriculum on suicide detection and prevention in jails and lockups* (2nd ed.). Retrieved from <http://nicic.gov/Library/012559>

Hayes, L. (2011). *Guide to developing and revising suicide prevention protocols within jails and prisons*. National Center on Institutions and Alternatives. Retrieved from <http://www.ncianet.org/criminal-justice-services/suicide-prevention-in-custody/publications/>

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