

Municipal Police Officer Basic Training Program



Municipal Police Officers' Education & Training Commission

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BASIC CURRICULUM PROGRAM OVERVIEW

Act 120 of 1974 (Title 53, Subchapter D) directed the Municipal Police Officers' Education and Training Commission (Commission) to establish and administer the minimum courses of study for basic training for police officers. Effective January 1, 2022, this updated version of the municipal police officer's basic curriculum is the single curriculum taught by certified police academies and required for all Cadets wishing to comply with the provisions of the Act. In completing this latest revision, the Commission builds on a 45-year legacy that began in 1975 when municipal police officer Cadets attended a training program conducted by the Pennsylvania State Police. The basic curriculum has been significantly revised four times in the intervening years; in 1981, 1988, 2001, and 2018. In 2020 the Commission released updates and minor changes but retained the core of the 2018 curriculum. This latest version makes further changes and improvements but continues to build on the 2018 curriculum as it establishes minimum standards and expectations for training and performance of entry-level police officers in Pennsylvania.

This curriculum revision began in 2012 with a Job Task Analysis (JTA) conducted by the Systems Design Group. After establishing a comprehensive list of essential tasks, the group conducted surveys of approximately 4,000 officers and 1,200 police supervisors and used the results of surveys to determine which tasks should be learned at the basic academy and to what level of proficiency each should be taught. Using the JTA as a guideline, the Commission staff developed Instructional Objectives for the revised basic curriculum and solicited curriculum content input from a multitude of Subject Matter Experts including current and former police officers and law enforcement instructors throughout the Commonwealth.

The Commission staff worked diligently to balance establishing minimum standards with creating a curriculum that allowed for the inclusion of instructor experiences and the unique operational environments that exist across the Commonwealth. Although some thought was given to creating comprehensive lesson plans for each of the topical sections, the Commission determined the intent of the Act was met if each graduating Cadet had been trained on the same topics and required to perform the same tasks as other Cadets. Based on over 400 essential tasks identified by the JTA, Commission staff developed 281 unique Instructional Objectives supported by 451 enabling objectives drawn from existing curriculum material that establish the intent and goal of each section. Each task from the JTA is represented by at least one Instructional Objective and each Instructional Objective supports one or more specific tasks required by the JTA, creating legitimacy for every requirement in the 919-hour curriculum. By cross referencing the Subject Matter Expert content with the Instructional Objectives, Commission staff developed a topical outline and corresponding instructor reference document for each section of the curriculum. In its final configuration, the objective and outline constitute the state-mandated curriculum while allowing maximum flexibility for each academy to develop individual lesson plans from which they teach.

A training program of this size and complexity will, of necessity, require that topics be segmented for presentation. The curriculum has been segmented into five **Modules**, each of which contain **Volumes** that identify general training topic areas. There are 19 Volumes in the 2022 version of the curriculum and each Volume consists of **Sections** addressing a specific area of instruction.

Each Section has Instructional Objectives and a topical Outline which guide the instruction on that topic. Although instructors have the latitude to teach each topic in a manner conducive to their style of teaching, the Objectives and Outline **MUST** be followed for each topic of instruction, as this would be the focus for any testable material. Instructors should look at the general construction of the program overall, as listed below, to help gain an understanding of the context in which their topic will be taught.

A course syllabus is available and provides specific information about the structure of the curriculum, including the number of classroom and practical hours required for each Section. The first 13 Volumes, grouped into Modules 1-3, are intended to be taught in order. This provides a structure and organization to the learning process as well as allowing for certain lessons to build on material that was previously introduced. Many of the individual Sections require practical hours as annotated on the course syllabus; these are intended to be informal hands-on sessions where students can begin to practice various individual skills they will use later in the course. Module 4 consists of five Volumes (14-18) that are primarily performance-based and require Cadets to both pass an academic test and successfully complete a rigorous Skills Checklist related to that topic. Due to logistical requirements and the extensive hours of practical exercise involved, these Volumes should be spread throughout the course and scheduled as needed to best accommodate each academy. Volume 19 consists of a series of evaluated scenarios and must take place at the end of the program.

- Module 1: Volume 1: Introduction to the Academy
 Volume 2: Introduction to Law Enforcement in Pennsylvania
 Volume 3: Laws & Criminal Procedures
- Module 2: Volume 4: Juveniles
 Volume 5: Human Relations
 Volume 6: Responding to Special Needs
 Volume 7: Homeland Security
 Volume 8: Vehicle Code Enforcement
 Volume 9: Crash Investigation
- Module 3: Volume 10: Patrol Procedures and Operations
 Volume 11: Criminal Investigation
 Volume 12: Drug Law Enforcement
 Volume 13: Case Presentation
- Module 4: Volume 14: Operation of Patrol Vehicles
 Volume 15: Physical & Emotional Readiness
 Volume 16: Control Tactics
 Volume 17: Firearms
 Volume 18: Emergency Response Training
- Module 5: Volume 19: Scenarios & Practical Exercises

Cadets will take various exams throughout each Module based on the Instructional Objectives and material presented. A point score will be assessed based on the number of questions in each test and the points from each test in the Module will be totaled.

A Cadet must achieve 80% of the total possible points to pass the Module. For example: In Module 1, seven tests are given with point scores of 50, 50, 20, 50, 50, 10, and 20 for a total of 250 points. Therefore, a Cadet must achieve a minimum of 200 points (80%) to pass Module 1. In Module 4, in addition to written tests, the Cadet must complete the Skills Checklist for a given Volume (each carrying an additional score of 20 points). A Cadet who fails a single Skills Checklist in Module 4 will be permitted to repeat that area of instruction and attempt the Skills Checklist again. A second failure of that same Skills Checklist or a failure of a second Skills Checklist is considered an overall FAILURE and will require the Cadet to restart the training program from the beginning.

Any Cadet who fails to obtain the minimum required score in any of the first four Modules must leave the class. The Cadet may return later to retake the failed material and finish the training program. When a Cadet who either withdrew voluntarily or failed a single Module returns to complete the academy, credit will be given for the Modules that were previously successfully completed. A second failure of the same Module or a failure in another Module is considered an overall FAILURE and will require the Cadet to restart the training program from the beginning. For example, a Cadet who fails to achieve an 80% in Module 3 is dismissed from the academy but may return with a later class and begin again at the beginning of Module 3. The Cadet will get credit for successfully completing Module 1 and 2. A Cadet must successfully complete the first four Modules to participate in Module 5. In all cases the Cadet must satisfactorily complete the entire program within a single 24-month timeframe.

Module 5 is unique in that a Cadet will participate in several scenario exercises. The Cadet's performance during those exercises will be evaluated based on criteria such as decision making, communications, appropriate use of force, etc. The Cadet must obtain an overall rating of Satisfactory performance at the end of the scenario exercises to pass Module 5. If the Cadet's overall performance is Unsatisfactory, the Cadet will have an overall FAILURE. An overall FAILURE of Module 5 will require a review by MPOETC and, if MPOETC upholds the Unsatisfactory rating, the Cadet will FAIL and will be required restart the training program from the beginning.

Once a Cadet successfully completes the Academy, he/she will be eligible to take the state-mandated Certification Exam. The Certification Exam, consisting of 200 questions, is administered by MPOETC and must be completed within a specified timeframe. Each Cadet must pass the Certification Exam with a score of 72 within three attempts to be eligible for certification as a Municipal Police Officer. If a Cadet fails all three attempts at the Certification Exam, the Cadet must restart the Academy training program from the beginning before being permitted to retake the Certification Exam. Cadets who successfully graduate the Academy and pass the Certification Exam are eligible for certification but are **NOT CERTIFIED** until a Police Department hires them and submits the appropriate certification application.

Professionally prepared and trained instructors are imperative to the success of this program. This curriculum is intended to provide a framework for basic police academy instruction while giving Academies and instructors the ability to adjust and change lesson plans based on the evolving legal, social, and administrative needs to ensure a well-designed product. The importance of the role of instructors in developing and presenting lessons cannot be overstated. Content decisions are ultimately the responsibility of the Academy Director, who relies on instructors to develop and present lessons based on the Objectives and Outline for each Section.

The design and development of deliverable content should be consistent with the Instructional Objectives and presented in a coherent fashion to participating Cadets.

In summary, the basic police academy curriculum consists of lessons developed and provided by many different instructors working at a variety of Academies, with variations based on the environment and experiences of the instructors. While each Academy and each individual instructor will bring their own perspective, instructors **MUST** teach all the Instructional Objectives and address all topics listed in the Outline within the time allotted for each Section. A brief description of the material covered in each Volume is provided below.

OVERVIEW (BY VOLUME) OF BASIC MUNICIPAL POLICE TRAINING CURRICULUM

VOLUME 1. INTRODUCTION TO THE ACADEMY (6 hours)

Volume 1 outlines the Mission, Purpose, and Objectives of a Certified Police Academy. Each individual Academy will provide the police Cadet with information specific to that Academy regarding their Rules and Regulations. The Learning & Study Skills block provides the police Cadet with valuable information to assist them in developing some basic skills regarding how to actively listen and participate in class, think critically, and study for and take rigorous tests. These skills will not only help them successfully complete the Academy but will develop into good habits that will help them later as they become certified police officers.

This Volume also 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 2. INTRODUCTION TO LAW ENFORCEMENT IN PA (28 hours)

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 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.

This instructional area is reinforced with practical application in Modules 1 and 5.

VOLUME 3. LAWS AND CRIMINAL PROCEDURES (119 hours)

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.

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 a Use of Force situations, and how to properly document Use of Force actions in their police incident report.

This instructional area is reinforced with practical application in Modules 3 and 5.

VOLUME 4. JUVENILES (8 hours)

Volume 4 will focus on juveniles and the juvenile justice system. General definitions, including the definition of a juvenile, juvenile delinquency, delinquent acts, and status offense, will be reviewed to enhance comprehension of the Juvenile Act. To have a better understanding of the police officer's role in the Pennsylvania juvenile justice system, Cadets will review various provisions of the Juvenile Act. Instructors will go over arrest procedures for summary, misdemeanor, and felony offenses. They will discuss the process and identify the circumstances of how and when a juvenile can be taken into custody. They will talk about the requirement that states that juveniles must be segregated from other prisoners while in custody and explore the reasons why. They will go over the rules for notifying parents when a juvenile is in custody, when to read Miranda Warnings, "quiet time", and right to counsel issues. They will be educated in the process by which a proceeding against a juvenile (an arrest) is instituted, including filing a "written allegation", and the procedure which must be followed to detain a juvenile and the restrictions on where juveniles can be detained. In addition, Cadets will learn the importance of confidentiality and the requirements regarding the maintenance of juvenile records. Suggested agencies involved with the juvenile justice system, including: the juvenile courts, Children and Youth, Child Protective Services, county mental health agencies, child advocacy centers, PA Dept. of Health, PA Dept. of Human Services, non-profit social service agencies, and Youth Aid Panels will be provided to the Cadets as a resource.

This instructional area is reinforced with practical application in Module 5.

VOLUME 5. HUMAN RELATIONS (17 hours)

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 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.

This Volume is taught early in the program to serve as a building block for all other police skills and is reinforced with practical application in Module 5.

VOLUME 6. RESPONDING TO SPECIAL NEEDS (22 hours)

In Volume 6, 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 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.

This instructional area is reinforced with practical application in Modules 3 and 5.

VOLUME 7. HOMELAND SECURITY (18 hours)

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 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.

This instructional area is reinforced with practical application in Module 3.

VOLUME 8. VEHICLE CODE ENFORCEMENT (64 hours)

In Volume 8, 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.

This instructional area is reinforced with practical application in Module 5.

VOLUME 9. CRASH INVESTIATIONS (27 hours)

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 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 Dept. 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.

This instructional area is reinforced with practical application in Module 2.

VOLUME 10. PATROL PROCEDURES AND OPERATIONS (105 hours)

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.

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 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.

This instructional area is reinforced with practical application in Modules 2 and 5.

VOLUME 11. CRIMINAL INVESTIGATIONS (53 hours)

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 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 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 and 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.

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.

This instructional area is reinforced with practical application in Modules 3 and 5.

VOLUME 12. DRUG LAW ENFORCEMENT (14 hours)

The Controlled Substance, Drug, Device, and Cosmetic Act will be the focus in Volume 12. 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, 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.

This instructional area is reinforced with practical application in Module 5.

VOLUME 13. CASE PRESENTATION (16 hours)

In Volume 13, 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.

This instructional area is reinforced with practical application in Modules 3 and 5.

VOLUME 14. OPERATION OF PATROL VEHICLES (40 hours)

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.

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.

This instructional area is reinforced with practical application in Modules 4 and 5.

VOLUME 15. PHYSICAL AND EMOTIONAL READINESS (84 hours)

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 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.

This instructional area is reinforced with practical application in Module 5.

VOLUME 16. CONTROL TACTICS (94 hours)

Volume 16 focuses on tactical self-defense and less-lethal weapon familiarization as well as the Mechanics of Arrest, Restraint, and Control, Transporting Prisoners, and In-Custody Risks. 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.

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.

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 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 16. 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 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.

This instructional area is reinforced with practical application in Modules 4 and 5.

VOLUME 17. FIREARMS (124 hours)

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-auto 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. Cadets will learn to adapt in adverse light situations by using a flashlight, in both a searching technique and 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 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.

This instructional area is reinforced with practical application in Module 4.

VOLUME 18. EMERGENCY RESPONSE TRAINING (40 hours)

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 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.

This instructional area is reinforced with practical application in Modules 4 and 5.

VOLUME 19. SCENARIOS AND PRACTICAL EXERCISES (40 hours)

Volume 19 is the final section of the basic curriculum. It brings together all the various aspects learned in the previous 18 volumes and allows the Cadet to put all this knowledge to practical use. Academy staff and instructors will develop various scenarios within the following categories: domestic violence, mental health/special needs, suspicious person, low risk/unknown risk vehicle stop, DUI vehicle stop, burglary/robbery-in-progress, landlord/tenant dispute, and juvenile arrest. Each scenario must be not only challenging and realistic, but manageable. Scenarios must be constructed and presented so that various resolutions are expected. Academies do not employ "no-win scenarios."

Each Cadet must participate in a minimum of eight different scenarios (listed above), either individually or as a two-officer team. A team will consist of an assigned “contact/lead” officer and an assigned “cover/back-up” officer. Cadets should alternate assigned positions throughout the various given scenarios.

Cadets will perform each scenario to the best of their ability and will be evaluated based on the “Scenario Criteria Checklist”. Instructors making the assessments will note satisfactory and unsatisfactory performance as stated on the Checklist form. Instructors should work with Cadets offering advice and correction for areas of unsatisfactory performance and praise for areas of satisfactory performance, so that as Cadets work through the various scenarios, they have opportunities to show improvement. If necessary, Cadets can be made to repeat scenarios or participate in as many scenarios (realistically determined by the Academy) as necessary to either attain a satisfactory rating or determine that satisfactory performance cannot be attained by a given Cadet.

Scenario assessments do constitute a testable area and satisfactory performance is required by the end of the Scenario Module in all the following rated areas: Safety standards, Communication, Tactics, Use of Force Decisions, Medical Care Decisions, and Overall decisions/successful resolution.

CURRICULUM SYLLABUS

The two-page syllabus serves as an overview of the entire police training program. Each Volume (numbered and shaded) has its applicable Sections listed below it. To the right of each Section are two columns that indicate the required number of classroom and practical application hours. Further to the right is a column that indicates on which test each Section will be tested and next to that is a column that indicates the number of multiple-choice questions contained in each corresponding test. The final column groups the Sections into Modules and provides information about the total number of test questions by Module and the minimum points each Cadet needs to pass with 80% average required to pass each Module.