

# Basic Police Academy

2019 Curriculum Overview  
*Revision Phase 2*



State of Oregon  
Department of Public Safety Standards and Training

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## Table of Contents

Executive Summary	4
Proposed 2019 640 Hour Breakdown	5-7
Phase 1 Review	8
Phase 1 Focus	9
Phase 1 Advisory Panel	10
Phase 1 Timeline	11
Phase 1 Results	11-17
Phase 1 Hour Changes	18-20
Phase 1 Content Overviews	21
Communication	21
Community Competency	22
Community Crime Prevention	23
Effective Interventions with the Deaf and Hard of Hearing	24
Emotional Intelligence	25
Ethics	26
History of Policing	27
Implicit Bias	28
Introduction to the Justice System	29
Legitimacy and Procedural Justice	30
Less Lethal Options and Concepts	31
Mental Health	32-22
Patrol Procedures	34
Procedural Law	35
Problem-Oriented Policing	36
Problem Solving	37
Resiliency	38
Roles and Responsibilities	39
Stress First Aid	40
Supporting Victims of Crime	41

<b>Phase 2</b>	<b>43</b>
<b>Phase 2 Focus</b>	<b>44</b>
<b>Phase 2 Advisory Panel</b>	<b>45</b>
<b>Phase 2 Timeline</b>	<b>46</b>
<b>Phase 2 Hour Changes</b>	<b>47-50</b>
<b>Phase 2 Content Overviews</b>	<b>51</b>
<b>Behavioral Health Series</b>	<b>51-52</b>
<b>Building Search and Tactical Movement Series</b>	<b>53</b>
<b>Civil Liabilities and Civil Rights</b>	<b>54</b>
<b>Communication Series</b>	<b>55</b>
<b>Criminal Law Series</b>	<b>56-58</b>
<b>Defensive Tactics Series</b>	<b>59-60</b>
<b>Firearms Series</b>	<b>61-62</b>
<b>Introduction to the Justice System</b>	<b>63</b>
<b>Procedural Law Series</b>	<b>64-65</b>
<b>Resiliency Series</b>	<b>66-67</b>
<b>Scenario Series</b>	<b>68</b>
<b>Tactical Emergency Casualty Care</b>	<b>69</b>
<b>Use of Force/Decision-Making Series</b>	<b>70-72</b>
<b>Phase 3</b>	<b>73</b>
<b>Phase 3 Focus</b>	<b>74</b>



## **Executive Summary**

To meet the evolving and complex needs of Oregon’s law enforcement, the 16-week Basic Police Academy is undergoing a comprehensive revision. All courses are being reviewed, updated, or even replaced to ensure the content is relevant to the needs of today’s new officers and the communities they serve. In addition, the program is being redesigned based on educational models known to enhance the learning experience and is specifically designed for adult learners. Courses involve small group activities, problem solving and role plays. Instructors have been trained in facilitated learning to encourage and enhance critical thinking.

The revision of the 16-week Basic Police program is being conducted in a series of phases. Phase 1 was developed by a panel of constituents, citizen members, DPSST staff and our research partners. This phase was approved by the Board in January 2018 and implemented in February 2018. Phase 1 focused on a series of foundation building topics to help develop a new officer’s sense of self and to prepare them for basic interactions with the community. Concepts focused on interpersonal communication, community relations, resiliency, legitimacy and procedural justice, implicit bias and decision making.

A new Advisory Panel convened for Phase 2, met from March to October 2018 and consisted of thirty-four constituents, citizen members, DPSST staff and our research partners. Phase 2 focused on developing the skills for an officer to build upon what they learned in Phase 1 in order to “close the call”. Phase 2 topics include: Procedural Law, Civil Rights, Use of Force, Behavioral Health, Criminal Law, Defensive Tactics, and Firearms. The Advisory Panel recommended the addition of new topics, updates to existing topics and the removal of existing topics.

During the development of Phase 2, a parallel process (2B) has been underway. Phase 2B has also involved constituents from across the state and has resulted in the complete redesign of the Basic Academy scenario training to align with the new program. The new scenarios will provide students more frequent opportunities to apply knowledge. Scenarios will reflect content learned in the classroom in a progressive, building block method.

To accommodate Phase 2 changes, modifications need to be made to the 16-week schedule, despite the remaining content not yet having been reviewed by a workgroup. An Advisory Panel for Phase 3 will be convened to take a critical look at the next block of curriculum, which will focus on more specific skill sets (investigations, traffic, DUII, and special circumstances). Recommendations from the Phase 3 Panel will be presented at future Committee and Board meetings.



## Proposed 2019 640 Hour Breakdown

<b>COURSE LIST BY SECTION</b>	<b>HOURS</b>
<b>COMMUNITY RELATIONS</b>	<b>60.5</b>
Communication	10
Community Competency	6
Community Crime Prevention	2
Community Policing	6
Effective Interactions - Deaf/Hard of Hearing Community	2
Emotional Intelligence	7
Ethics	8
History of Policing	2
Implicit Bias	6
Legitimacy and Procedural Justice	4
Problem Solving	1.5
Problem-Oriented Policing	2
Roles and Responsibilities	4
<b>BEHAVIORAL HEALTH</b>	<b>18</b>
Behavioral Health - Awareness	8
Behavioral Health - Legal Considerations	2
Behavioral Health - De-escalation	4
Behavioral Health - Veterans Awareness	4
<i>Behavioral Health - Scenarios</i>	<i>See Scenarios</i>
<b>OFFICER WELLNESS</b>	<b>44.5</b>
Fitness and Nutrition	6
ORPAT	7
Physical Fitness Training	20.5
Resiliency	8
Stress First Aid	3
<b>INVESTIGATIONS</b>	<b>60</b>
Criminal Investigations	4
Domestic Violence	12
<i>Domestic Violence Scenarios</i>	<i>See Scenarios</i>
Forensics	4
Interview and Interrogation	4
<i>Interview and Interrogation Scenarios</i>	<i>See Scenarios</i>
Investigations - Child Abuse	8
Investigations - Controlled Substance	3
Investigations - Crash	6



STATE OF OREGON  
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING  
2019 BASIC POLICE CURRICULUM REVISION

<b>COURSE LIST BY SECTION</b>	<b>HOURS</b>
Investigations - Elder Abuse	4
Investigations - Missing Persons	1
Investigations - OLCC	2
Investigations - Sexual Assault	8
Investigations - Unattended Death	4
<b>LEGAL</b>	<b>81</b>
Civil Rights & Liabilities	4
Criminal Law - Property	8
Criminal Law - Persons	8
Criminal Law - Public Order and Weapons	2
Criminal Law - State and Public Justice	2
Criminal Law - Controlled Substances	2
DMV Hearings	1
Introduction to the Justice System	4
Juvenile Law	4
Mock Trial	8
Officer in Court	3
Procedural Law	12
Supporting Victims of Crime	1
Use of Force - Law	4
Use of Force - Decision Making and Report Writing	18
<i>Use of Force/Decision Making Scenarios</i>	<i>See Scenarios</i>
<b>PATROL PROCEDURES</b>	<b>54</b>
Bombs and Explosives	2
Drugs that Impair Driving	8
Gang Awareness	2
Intoxilyzer Certification	6
Motor Vehicle Code / Traffic Law Enforcement	7.5
Report Writing	6.5
Standardized Field Sobriety Testing	16
Wet Lab	6
<b>SKILLS</b>	<b>198</b>
Building Search and Tactical Movement	16
Defensive Tactics	52
Emergency Vehicle Operation Course (EVOC)	44
Firearms	60
Tactical Emergency Casualty Care	2
Vehicle Stops	24
<b>SCENARIOS</b>	<b>92</b>



STATE OF OREGON  
**DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING**  
2019 BASIC POLICE CURRICULUM REVISION

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<b>COURSE LIST BY SECTION</b>	<b>HOURS</b>
Application Scenarios	54
Behavioral Health Scenarios	8
Domestic Violence Scenarios	4
DUII Scenarios	4
Interview and Interrogation Scenarios	4
Use of Force/Decision Making Scenarios	18
<b>ADMINISTRATION</b>	<b>32</b>
Academy Orientation / Debrief	6
Certification Workshop / Revocation	0.5
Graduation Activities	6
Quizzes / Examinations / Review	13
Report / Project Work	6.5
<b>GRAND TOTAL</b>	<b>640</b>



# **PHASE 1**

## **Review**



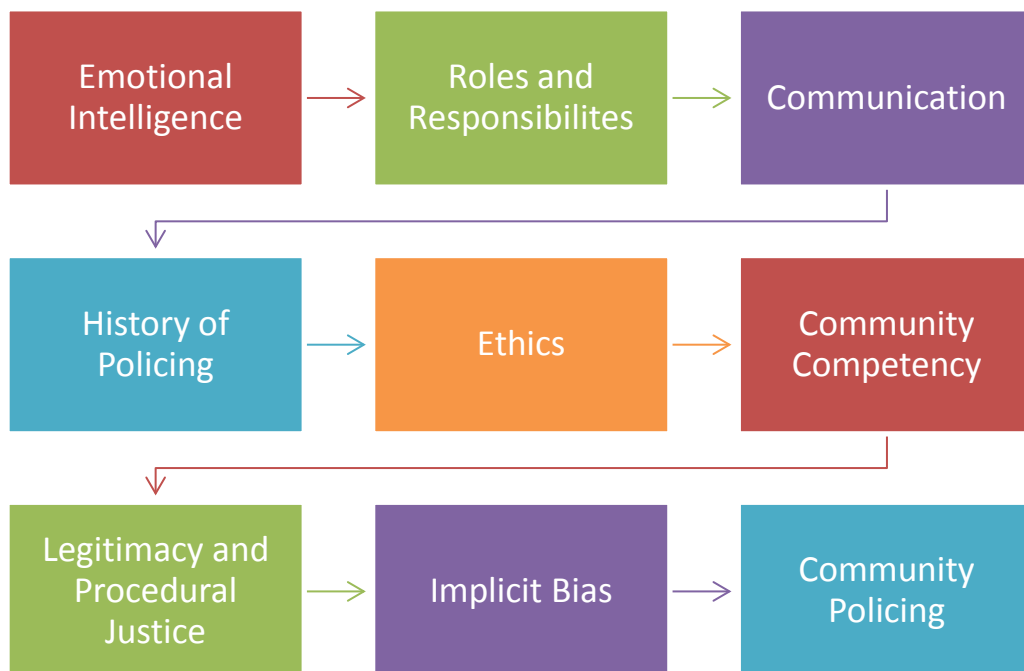


## Phase 1 Focus

Phase 1 focuses on a series of foundation building topics to help develop a new officer's sense of self and to prepare them for basic interactions with the community. These courses occur within the first four weeks of the Basic Academy, but the concepts continue to be reinforced and built upon throughout the 16 weeks.

The focus starts with the officer themselves (Who am I? What is my role? What do I bring to an encounter?) and ends with their ability to engage in a simple encounter with a citizen (How am I engaging with this person?). Concepts focus on emotional intelligence, interpersonal communication, community relations, resiliency, legitimacy and procedural justice, implicit bias and decision making.

The new program entails fluidity and progression in learning with the reinforcement and building upon concepts. For example Emotional Intelligence is introduced in a series of standalone courses in week 1, and then tied-in to discussions in later weeks. Emotional Intelligence terminology (such as self-awareness, self-management, and empathy) becomes a part of the discussion in Communication, Implicit Bias, Ethics, and so on. Historical examples of conflict between police and marginalized communities learned during the History of Policing course are further developed in Community Competency when students discuss methods for improving relationships, and then again in Implicit Bias when they discuss strategies for combating bias.





## Phase 1 Advisory Panel

Constituent and Community Members		Staff Contributors
<b>Matt Baldwin</b> Bend Police Department	<b>Marci Jackson</b> Portland State University Police Department	<b>Ryan Keck</b> Department of Public Safety Standards and Training
<b>Tino Banuelos</b> Independence Police Department	<b>Steve James</b> Consultant, Washington State University	<b>Gerod Rayburn</b> Department of Public Safety Standards and Training
<b>DaNeshia Barkley</b> Beaverton Police Department	<b>Barry Jerkins</b> Public Citizen	<b>Don Sedlacek</b> Department of Public Safety Standards and Training
<b>Beverly Bowen</b> Public Citizen	<b>Dave Kammerman</b> Oregon State Police	<b>Sara Stewart</b> Department of Public Safety Standards and Training,
<b>Richard Brown</b> Public Citizen	<b>Danielle Llamas</b> Malheur County Sheriff's Office	<b>Ben Ward</b> Department of Public Safety Standards and Training
<b>Brian Dubray</b> Confederated Tribes of Coos, Lower Umpqua and Siuslaw Police Department	<b>Tighe O'Meara</b> Ashland Police Department	<b>Staci Yutzie</b> Department of Public Safety Standards and Training,
<b>Mike Herb</b> Forest Grove Police Department	<b>Maria Rubio</b> Public Citizen	
<b>Eric Hlad</b> Marion County Sheriff's Office	<b>Rick Stainbrook</b> Portland Police Bureau	
<b>Nick Hurley</b> Corvallis Police Department	<b>Mike Stradley</b> West Linn Police Department	



## Phase 1 Timeline

Development by Phase 1 Advisory Panel	May – October 2017
Review by Center for Policing Excellence Advisory Panel	October 2017
Review by Police Policy Committee	November 2017
Review/Approval by DPSST Board	January 2018
Implemented	February 2018
Evaluation	Ongoing

## Phase 1 Evaluation

Phase 1 was implemented in February 2018, and at the time of this writing has been in place for seven Basic Police classes. There are several processes in place for evaluating the new program, generating evidence ranging from anecdotal to empirical.

Research suggests that police training using models similar to that utilized in Phase 1 (and intended for use in the remaining phases) is more academic than training using traditional models, and therefore may reward students differently. For this reason, attempts to analyze whether students perform “better” under one model than another proves problematic as a more academic program may tend to reward more “educated, empathetic recruits” over other characteristics.

Comparing quiz/exam results from Pre Phase 1 to Phase 1 is not necessarily a useful measure. Phase 1 quizzes/exams have some new questions as well as fewer questions, making each question more valuable (recruits can miss fewer questions). Other factors must be taken into consideration as well, for example new programs have bugs that need to be worked out including adjustments to material, schedules, instructors, test questions, etc. The overall result is that each Basic Police class who has gone through the new program has experienced at least slight variations. Recruits still average passing scores. The average scores for the quizzes most impacted by Phase 1 are as follows:

- Quiz 1- 91.25%
- Quiz 2- 85%



### Anecdotal Evidence- Observations

During the first Basic Police class to receive the new program, developers and other staff audited every classroom session containing changes and followed student progress through the 16 weeks. Subsequent classes have also been audited, but to a lesser degree. Observations were collected from all stakeholders: staff, students, instructors, program developers, constituents, etc.

#### Observations Summary:

- Staff report that students are engaged, asking great questions, and thinking critically.
- Students appear to be applying information they have learned in labs and scenarios.
- Staff report improved communication skills and decision-making during scenario training in all venues.
- Students have started facilitating learning in their own teach backs.
- Students seem to be challenging one another, not letting each other off easily, yet still being appropriate.
- Students are engaging in challenging and uncomfortable discussions in the classroom
- Students are reacting to the remaining lecture heavy classes by standing in the back of the room and giving feedback such as “death by Power Point”
- Agencies are reporting seeing better prepared officers coming out of the Academy.
- Students are unable to “hide” when their participation is required.
- Students enjoy learning using a variety of methods, group work, activities, individual work, role plays, etc.
- Transitioning from the revised Phase 1 to the non-revised remaining 12 weeks is difficult for students. They have come to expect an adult learning environment, clear learning outcomes, content provided in a more readable form, and a schedule designed for progression in learning.

### Anecdotal Evidence- Student Survey Comments

Another source of anecdotal evidence is Student Surveys. Students are asked to complete anonymous surveys on each course as well as a general overall survey prior to graduation. Following are a selection of comments from student surveys reflecting Phase 1 reactions as well as work that still needs to be done.



STATE OF OREGON  
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING  
2019 BASIC POLICE CURRICULUM REVISION

Comments Reflecting Phase 1	Comments Reflecting the Remaining Program
<p><i>“Activities were engaging and helped me recognize possible Bias that I may have and how to deal with them when I am out on patrol”.</i></p>	<p><i>“My main critique is for what we are told down in scenario village vs what we are taught in the classroom. I felt were set up for us to not succeed”.</i></p>
<p><i>“The academy did a great job building a foundation for what policing is. Most of the classes did a good job explaining what the class meant for policing”.</i></p>	<p><i>“We need better cohesiveness between the courses.”</i></p>
<p><i>“The academy in whole was a great environment for learning. I felt the academy provided a foundation that I can build a successful career on. The instructors in each disipline (sic) were helpful and knowledgabe (sic)”.</i></p>	<p><i>“Very slow class, very interesting information, but maybe more hands on or videos throughout (sic) class to keep students on track - awake!”</i></p> <p><i>“There seems to be no flow in how the academy progresses”.</i></p>
<p><i>“I feel confident going into FTEP after building a foundation during the classes and exercises here”.</i></p>	<p><i>“Too much time separates the classroom portion from the hands on portion and students are mainly guessing on what to do; there should not be weeks between the lecture and hands on”.</i></p>
<p><i>“The first 4 weeks of reworked content is much better than the later content in regards to how it's taught, having break out sessions and lots of activities mixes up the lecture and encourages more learning”.</i></p>	<p><i>“The test questions are fine, but our ability to prepare is limited. There is a lot of information. In the beginning, we were told to look at the "goals and learning objectives." However, more than half the chapters do not have goals and learning objectives”.</i></p>
<p><i>“Although this course had content that may be difficult to talk about, I felt that talking about it makes for more prepared and informed officers”.</i></p>	<p><i>“The 8 hour class days are brutal, there is significant scientific research showing that people cannot intake information for very long in a lecture format, I know you have to get through content but it's not a good learning environment, possibly mix more active things like PT/DT/Scenarios with classroom so it's 4 hours and 4 hours”</i></p>



A challenge in utilizing student comments as a means of evaluating the program is that recruits' personal beliefs, the beliefs of trainers or others having influence over recruits, and/or the culture of the agency and community they police in, may impact their degree of support for various topics. See the following example of very different student responses to the same Phase 1 courses:

Emotional Intelligence-

*"I truly value this material! I know this will be an integral part in my career as an officer and I appreciate the foundation you are laying by presenting this information at the early stages of the academy. I think the value of strong EI is drastically underestimated".*

History of Policing-

*"Although this course had content that may be difficult to talk about, I felt that talking about it makes for more prepared and informed officers".*

Emotional Intelligence, History of Policing,  
Implicit Bias-

*"The first month(ish) of academy time being spent almost exclusively on emotional intelligence and teaching us about the history of police seems a bit ridiculous. I personally learned very little that I feel I will be able to effectively use in my career. The focus seemed to be more on how "white" cops are racist (sic) and need to recognize their racist (sic) behaviors so they can stop being that way. I know that there may be a history of a FEW bad officers making a FEW bad choices in regards to race but in my opinion, there is no reason to subject us to nearly a month of training in the hopes of us recognizing a bias that I don't possess (sic). I understand the time period we live and the climate of the country as a whole right now, but spending so much time trying to get us to see bias's and learn how to recognize emotions in ourselves seems somewhat ridiculous. We were all hired based partly upon our character and morals. There is no need, again in my opinion, to try and change the way I think about things or the way I am. It is my feeling that the entire first month of the course should be re-structured".*



Numerous small adjustments to the content, material, and schedule from Phase 1 have been made based on student and staff observations and comments. Examples include: clarifying/simplifying concepts, adding definitions, flipping the order of delivery, streamlining the content that is delivered, adding activities where there is a lull, and elaborating more on concepts as needed.

**Empirical Evidence- Video Simulation Data**

Working with our research partners at Washington State University, to date we have assessed the impact of the Phase 1 curriculum using video simulation data from five student cohorts, totaling 188 recruits. Three of the cohorts assessed were trained prior to the Phase 1 curriculum changes; the remaining two cohorts received the Phase 1 curriculum.

In this assessment, each recruit completed six scenarios in week 15 of the academy; three Social Interaction scenarios that can end either as a positive, neutral, or lethal encounter depending on the actions of the recruit, and three Use of Force scenarios that are predetermined to end in one or two deadly encounters (allocated at random). Of the 1128 scenarios completed, 1106 have been analyzed to date: 560 Social Interaction scenarios, 241 “don’t shoot” Use of Force scenarios and 305 “shoot” scenarios.

*Preliminary Results – Social Interactions:*

435 of 560 Social Interaction scenarios ended without lethal force (77.7%). Further, Cohorts 1-3 (pre-Phase 1) had more scenarios end with lethal force, on average 29.4%. Cohorts 4 & 5 (Phase 1) had fewer scenarios end as a lethal encounter, on average 12.9%.

Scenarios Ending with Lethal Force

Pre-Phase I	Phase I	Change
29.4%	12.9%	16.5% fewer scenarios ended with lethal force

Elements of positive social interactions are assessed to set these scenarios on a positive or negative path. A recruit must attempt at least three of the five listed behaviors for a positive track. When considering if recruits attempt at least three of these behaviors, significant improvement is seen in Phase 1 cohorts (14.9% more scenarios directed positive by recruit). These behaviors are specifically covered in the Phase 1 curriculum.



Scenarios Directed Positive by Behavior Attempted by Recruit

<b>Behavior</b>	<b>Pre-Phase I</b>	<b>Phase I</b>	<b>Change</b>
3 of 5 listed below	52.3%	67.2%	+14.9
Greets civilian	73.8%	87.6%	+13.8
Introduces self	57.4%	61.6%	+4.2
Explains purpose of encounter	69.5%	78.6%	+9.1
Demonstrates concern	13.6%	20.1%	+6.5
Reassures the civilian	9.3%	13.4%	+4.1

When recruits' behaviors did turn scenarios negative at first, 22.3% more scenarios were "repaired" to end positively by Phase 1 recruits. These behaviors are specifically covered in the Phase 1 curriculum.

Scenarios Repaired with Behaviors Attempted by Recruit

<b>Behavior</b>	<b>Pre-Phase I</b>	<b>Phase I</b>	<b>Change</b>
1 of 5 listed below	38.3%	60.6%	+22.3
Acknowledges civilian's emotions	3.7%	14.2%	+10.5
Empathizes	6.3%	4.2%	-2.1
Apologizes for inconvenience	0.6%	1.2%	+0.6
Tries to calm civilian	26.6%	41.8%	+15.2
Offers to help	9.1%	12.2%	+3.1

*Preliminary Results – Use of Force:*

Changes in Phase 1 did not include Use of Force training; however, this assessment does provide baseline data that will be used to compare with assessments following the proposed Phase 2 changes, which include Use of Force/Decision Making, Procedural Law, and Firearms.

In reviewing 546 "shoot/don't shoot" Use of Force scenarios completed by the five student cohorts, the following has been observed:

- Errors of shooting when no force was necessary fluctuated across cohorts; on average this occurred in 6.9% of scenarios
- Errors involving not shooting when a lethal threat was presented fluctuated across cohorts; on average this occurred in 2.2% of scenarios
- Fluctuations in shot placement, reaction time, hit rate, and number of shots fired

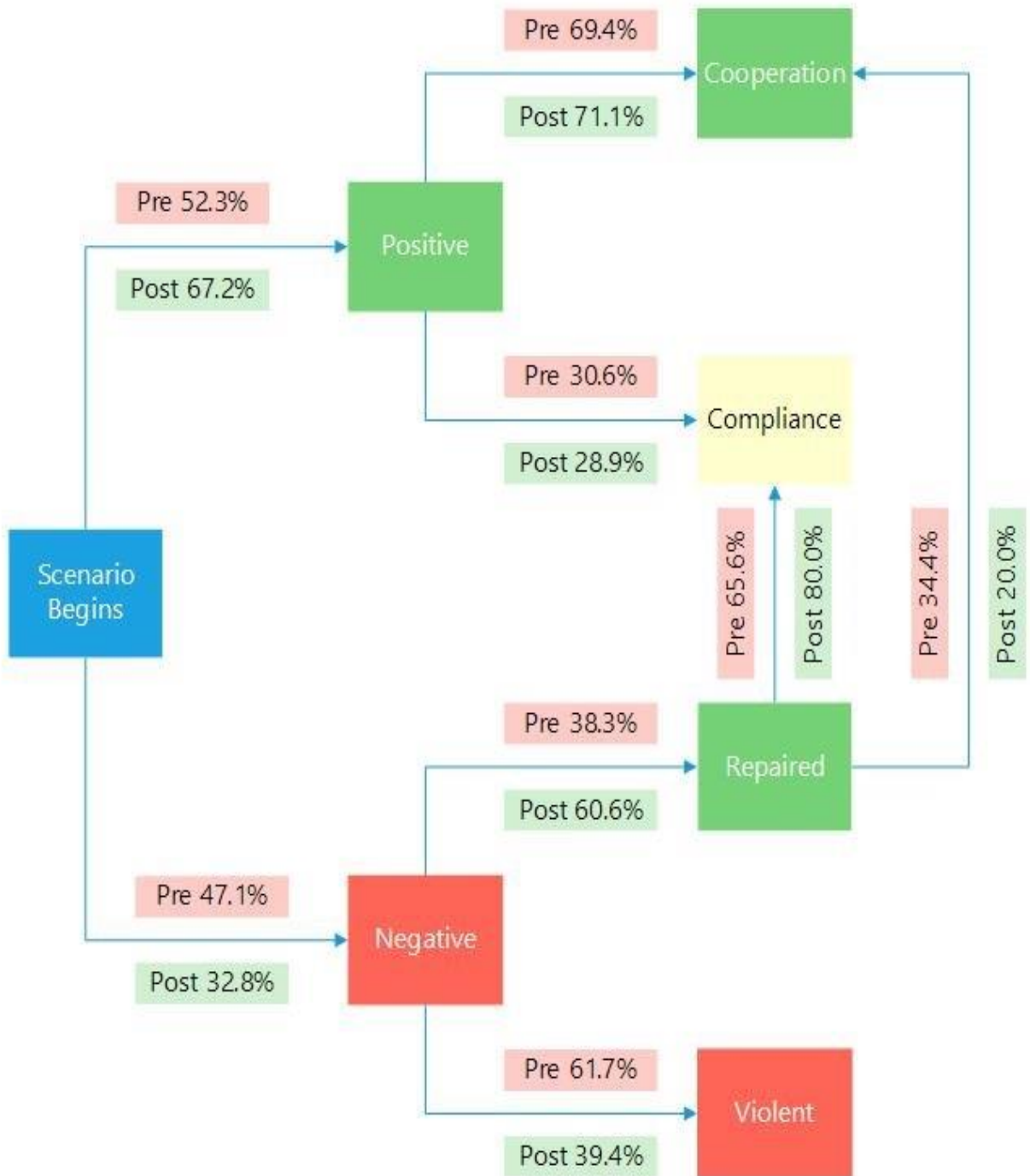




STATE OF OREGON  
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING  
2019 BASIC POLICE CURRICULUM REVISION

Pre Curriculum Changes n = 350

Post Curriculum Changes n = 201





## Phase 1 Hour Changes

For a summary of the changes made in Phase 1 see the table below. Individual overviews of coursework changed in Phase 1 begin on page 21.

<b>Course Title</b>	<b>Hour Additions</b>	<b>Hour Reductions</b>	<b>Description</b>
Civil Rights & Liabilities	-	-	Delivery revised into a student-centered model
Communication Series	4.5	-	New courses- expanded on material previously covered in another course
Community Competency Series	0.5	-	New courses- expanded on material previously covered in another course
Community Crime Prevention	2	-	New course- expanded on material previously covered in another course
Community Policing	-	3	Absorbed content into another course (Roles and Responsibilities)
Confrontational Simulation	-	4	Redistributed hours into Defensive Tactics
Crime Scene and Interrogation Scenarios	-	4	Absorbed content into another course (Interview and Interrogation)
Critical Incident Stress Awareness/ Death Notifications	-	0.5	Absorbed content into another course (Stress First Aid, Resiliency)
Defensive Tactics	6	-	Absorbed Less Lethal mat session and Confrontational Simulation
Emotional Intelligence Series	7	-	New courses
Ethics Series	-	-	Delivery revised into a student-centered model
Fitness and Nutrition	-	-	Revised content
History of Policing Series	-	2	Delivery revised into a student-centered model, some content revision
Implicit Bias Series	6	-	New courses



STATE OF OREGON  
**DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING**  
 2019 BASIC POLICE CURRICULUM REVISION

<b>Course Title</b>	<b>Hour Additions</b>	<b>Hour Reductions</b>	<b>Description</b>
Interview and Interrogation	0.5	-	Absorbed content from another course (Crime Scene and Interrogation Scenarios)
Introduction to the Justice System	-	-	Delivery revised into a student-centered model
Legitimacy and Procedural Justice Series	3.5	-	New courses
Less Lethal Options and Concepts	-	4	Absorbed content into another course (Use of Force and Defensive Tactics)
Mental Health	-	-	Delivery revised into a student-centered model
Missing and Exploited Children	-	2	Absorbed content into another class
Offenses Against Persons	-	-	Delivery revised into a student-centered model
Offenses Against Property	-	1	Delivery revised into a student-centered model
ORPAT	-	1	Streamlined content
Patrol Procedures	-	3.5	Streamlined content
Physical Fitness Training	-	1	Hours reduced to fit schedule
Procedural Law Series	0.5	-	Delivery revised into a student-centered model
Problem-Oriented Policing	2	-	New course- expanded on material previously covered in another course
Problem Solving	2	-	New course
Report Writing	-	2	Streamlined content
Resiliency	-	1	New course
Roles and Responsibilities Series	4	-	New courses
Stress First Aid	3	-	New course



STATE OF OREGON  
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING  
2019 BASIC POLICE CURRICULUM REVISION

<b>Course Title</b>	<b>Hour Additions</b>	<b>Hour Reductions</b>	<b>Description</b>
Supporting Victims of Crime	1	-	New course
Theft and Offenses Involving Fraud or Deception	-	-	Delivery revised into a student-centered model
Use of Force Series	-	-	Updated content
Weapons and Public Order Offenses	-	-	Delivery revised into a student-centered model
Weapons of Mass Destruction	-	6	<b>Removed- course available online (Agency Responsibility)</b>
Wet Lab	1	-	Reorganized to fit schedule
Course Administration	-	7	Reorganized exams, project time, graduation activities, etc. to fit schedule



**COMMUNICATION (Classroom and Lab)**

**INSTRUCTIONAL GOALS:**

This course is designed to:

1. Develop a new police officer’s communication skills to help them to communicate effectively.
2. Increase a new police officer’s understanding of what contributes to effective communication (verbal, non-verbal and written forms).
3. Provide a new police officer with opportunities to demonstrate effective communication skills.

**LEARNING OUTCOMES:**

Upon completion of instruction, students will be able to:

<b>OUTCOME</b>	<b>MEASURE</b>
Demonstrate effective communication in a variety of circumstances.	In-Class Activity Scenarios Lab
Analyze a situation and choose the appropriate communication approach to result in a positive interaction.	In-Class Activity Scenarios Lab

**CONTENT SUMMARY:**

Part 1

- Communicating with Stakeholders
- The Communication Process

Part 2

- Listening
- Non-Verbal Behaviors
- Asking Questions
- Communicating during “Common” Encounters

Part 3

- Assertive vs. Aggressive Communication
- Communication with Difficult People
- Communication and Compliance



## COMMUNITY COMPETENCY (Classroom and Lab)

### INSTRUCTIONAL GOALS:

This course is designed to:

1. Develop a new police officer's understanding of the significance of working within diverse communities.
2. Develop a new police officer's ability to effectively interact with diverse communities.

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify the six tools of discrimination and resistance.	In-Class Activity Exam
Articulate strategies to improve interactions with diverse communities.	In-Class Activity Lab

### CONTENT SUMMARY:

- Who Are the Members of our Communities?
- Increasing Cultural Understanding of Our Communities
- Six Tools: Discrimination and Resistance
- Engaging Diverse Communities
  - Acknowledging our History
  - Maximizing Collaborations with Communities of Color
  - Procedural Justice
  - Trauma Informed Policing
  - Community Informed Strategies



## COMMUNITY CRIME PREVENTION

### INSTRUCTIONAL GOAL:

This course is designed to introduce a new police officer to crime prevention strategies.

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Explain the role of police in crime prevention.	In-Class Activity
Identify effective crime prevention strategies.	In-Class Activity Exam Project
Recognize risks of unintentional consequences of crime prevention strategies.	In-Class Activity Exam

### CONTENT SUMMARY:

- 21st Century Policing – Pillar 4
- Theories of Crime
- Effectiveness of Policing Strategies on Crime Prevention
- Crime Prevention through Environmental Design (CPTED)
- Situational Crime Prevention
- Hot Spots



## EFFECTIVE INTERACTIONS WITH THE DEAF AND HARD OF HEARING

### INSTRUCTIONAL GOALS:

This course is designed to:

1. Develop a new police officer's understanding of the deaf and hard of hearing community.
2. Provide new police officers with communication tools and strategies to improve interactions with the deaf and hard of hearing community.

### LEARNING OUTCOME(S):

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify appropriate auxiliary aides.	In-Class Discussion Scenario
Accurately assess a situation to determine whether an auxiliary aid, including an interpreter, is required.	In-Class Activity Scenario
Demonstrate effective and professional communication.	Scenario

### CONTENT SUMMARY:

- Civil Rights- Americans with Disabilities Act
- Increasing Cultural Understanding
- Tactical Social Interactions
- Effective Interactions
- De-escalation and Defusing Hostilities
- Police as Guardians
- Cultural Vulnerabilities
- The Role of an Interpreter
- Tips for Communicating Through an Interpreter





## EMOTIONAL INTELLIGENCE

### INSTRUCTIONAL GOALS:

This course is designed to:

1. Enhance a new police officer's awareness of emotional intelligence.
2. Provide a new police officer with a framework of what emotional intelligence is and what it means for them.
3. Provide opportunities for new police officers to analyze circumstances and assess the level of emotional intelligence involved or recognize if it's lacking.
4. Develop a new police officer's understanding of the expectation to demonstrate emotional intelligence in their role as a police officer.

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify what contributes to emotional intelligence.	In-Class Activity
Recognize when emotional intelligence is lacking.	In-Class Activity Lab
Analyze an interaction and reflect on the level of emotional intelligence demonstrated.	In-Class Activity Lab
Articulate what emotional intelligence means in their role as a police officer.	In-Class Activity

### CONTENT SUMMARY:

- What is Emotional Intelligence?
- Competencies:
  - Self-Awareness
  - Self-Management
  - Social Awareness
  - Relationship Management
- The Role of the Brain
- Stress
- Improving Emotional Intelligence



## ETHICS

### INSTRUCTIONAL GOALS:

This course is designed to:

1. Develop a new police officer's understanding of human behavior and risk factors that can lead to unethical behavior.
2. Enhance a new police officer's ability to recognize and report unethical behavior.

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Describe how conscious and non-conscious processes in the human brain impact behavior.	In-Class Activity Exam
Summarize the ethical standards and expectations of a police officer.	In-Class Activity
Identify risk factors that can lead to unethical behavior.	In-Class Activity Exam Scenarios
Articulate strategies for reporting unethical behavior.	In-Class Activity Scenarios

### CONTENT SUMMARY:

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



## HISTORY OF POLICING

### INSTRUCTIONAL GOAL:

This course is designed to develop a new police officer's understanding of the evolution of American policing and what that means for law enforcement professionals today.

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Explain how the history of law enforcement in America has an impact on the perception of the police today.	In-Class Activity Lab

### CONTENT SUMMARY:

- Early Days of American Law Enforcement
- History of Modern Policing
- Contemporary Policing
- Acknowledging History
- Communities of Color in Oregon
- Impact of History on Communities



**IMPLICIT BIAS (Classroom and Lab)**

**INSTRUCTIONAL GOAL:**

This course is designed to develop a new police officer’s understanding of the concept of implicit bias and the implications on policing.

**LEARNING OUTCOMES:**

Upon completion of instruction, students will be able to:

<b>OUTCOME</b>	<b>MEASURE</b>
Explain the impact of bias on perceptions.	In-Class Activity
Recognize situations where decisions may be inappropriately impacted by bias.	In-Class Activity Scenarios Exam Lab
Identify steps for well-intentioned officers to avoid biased policing.	In-Class Activity Exam Lab

**CONTENT SUMMARY:**

- The Science of Bias
  - The Implicit System in our Brain
  - Stereotypes
  - Implicit Associations
  
- Racially Biased Policing
  - Ill-Intentioned verses Well Meaning Officers
  - The Impact of Perceptions on Police and Communities
  
- Minimizing Bias
  - Awareness
  - Reduce Ambiguity
  - Engage with People
  - Tools



## INTRODUCTION TO THE JUSTICE SYSTEM

### INSTRUCTIONAL GOAL:

This course is designed to develop a new police officer's understanding of the criminal justice system and of general criminal code concepts and application.

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Locate and differentiate between criminal code offenses.	In-Class Activity
Articulate sources of law.	In-Class Activity Exam
Analyze a situation to identify the appropriate criminal code application to the circumstances.	In-Class Activity Scenarios

### CONTENT SUMMARY:

- Sources of Law
- Oregon's Court System
- Criminal Justice System Partners
- Stages through Oregon's Justice System
- Oregon Revised Statutes
- The Criminal Code
- Criminal Liability



**LEGITIMACY AND PROCEDURAL JUSTICE (Classroom and Lab)**

**INSTRUCTIONAL GOAL:**

This course is designed to:

1. Introduce a new police officer to the concepts of police legitimacy and procedural justice.
2. Develop a new police officer’s understanding of why legitimacy is a critical component of trust and confidence in the police.

**LEARNING OUTCOMES:**

Upon completion of instruction, students will be able to:

<b>OUTCOME</b>	<b>MEASURE</b>
Summarize the concept of police legitimacy.	In-Class Activity
Identify the four pillars of procedural justice.	In-Class Activity Exam Lab
Explain the importance of procedural justice in attaining legitimacy.	In-Class Activity Lab

**CONTENT SUMMARY:**

- Legitimacy
  - Legitimate vs Legal
  
- Procedural Justice
  - Respect
  - Voice
  - Neutrality
  - Trustworthiness
  
- Perception versus Outcome
- The Bank Account



## LESS LETHAL OPTIONS AND CONCEPTS

### INSTRUCTIONAL GOAL:

This course is designed to introduce a new police officer to the less lethal options and concepts of use of force situations.

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify a threat immediately.	In-Class Activity
Respond to an immediate threat with reasonable force.	In-Class Activity
Document the event in a well-written report.	In-Class Activity

### CONTENT SUMMARY:

- Case Law
- Extended Range Impact Weapons
- Pepper ball
- Taser
- Oleoresin Capsicum (O.C.)



## MENTAL HEALTH (Units 1-7)

### INSTRUCTIONAL GOALS:

This course is designed to:

1. Develop a new police officer's understanding of behaviors commonly associated with mental illness, addiction, trauma and developmental disabilities.
2. Develop a new police officer's understanding of state and federal statutes and case law related to interactions between law enforcement officers and people with mental illnesses.
3. Develop a new police officer's understanding of mental health crisis and crisis de-escalation techniques.
4. Develop a new police officer's ability to recognize actions and behaviors which could indicate that an individual is a Veteran and may be experiencing a mental health crisis and effectively de-escalate the individual from the crisis state.

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Articulate how stigma impacts mental illness and addiction.	In-Class Activity
Describe behaviors commonly associated with mental illness, addictions, trauma and developmental disabilities.	In-Class Activity Exam
Identify potential barriers to communication with a person experiencing a mental health crisis.	In-Class Activity
Describe the officer's authority under ORS 426.228 (custody of persons in need of emergency care and treatment).	In-Class Activity Exam
Articulate significant case law principles impacting interactions between law enforcement and mentally ill persons.	In-Class Activity
Understand the significance of the Americans with Disabilities Act, as it relates to law enforcement interactions with mentally ill persons.	In-Class Activity
Identify those circumstances where possession of firearms is prohibited by law and/or by court order.	In-Class Activity





STATE OF OREGON  
**DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING**  
2019 BASIC POLICE CURRICULUM REVISION

---

<b>OUTCOME</b>	<b>MEASURE</b>
Describe the Crisis Cycle.	In-Class Activity
Identify behaviors associated with a person experiencing a mental health crisis.	In-Class Activity
Identify potential barriers to communication with a person experiencing a mental health crisis.	In-Class Activity
Demonstrate de-escalation skills.	In-Class Activity
Describe behaviors commonly associated with Post Traumatic Stress Disorder and Traumatic Brain Injury.	In-Class Activity
Describe Readjustment Challenges a Veteran may experience when leaving the military.	In-Class Activity
Articulate strategies to consider when interacting with Veterans.	In-Class Activity Exam
Describe veteran specific community resources.	In-Class Activity

**CONTENT SUMMARY:**

Unit 1 – Mental Health Awareness

Unit 2 – Introduction to Mental Illness, Addiction, Trauma, Disabilities and Crisis

Unit 3 – Application for Units 1 and 2 (Scenarios)

Unit 4 – Legal Considerations

Unit 5 – De-escalation

Unit 6 – Veterans Awareness

Unit 7 – Application for Units 4, 5 and 6 (Scenarios)



## PATROL PROCEDURES (Units 1-4)

### INSTRUCTIONAL GOALS:

This course is designed to:

1. Develop a new police officer's knowledge and understanding of the procedures, methods, and purposes of patrol.
2. Develop a new police officer's awareness of how the knowledge and skills being built during training fit into the patrol function of their job.

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Given a situation or circumstance, use the knowledge gained to problem solve and make informed, appropriate decisions.	In-Class Activity Scenario
Apply appropriate skills to a given circumstance requiring action.	In-Class Activity Scenario

### CONTENT SUMMARY:

Application of Concepts from that Week

- Video Analysis
- Scenarios
- Role Plays
- Simulations
- Group Work



**PROCEDURAL LAW (Classroom and Lab)**

**INSTRUCTIONAL GOAL:**

This course is designed to develop a new police officer’s understanding of the rules, restrictions and guidelines established by Oregon Revised Statutes, and/or appellate courts which control a police officer’s authority to arrest, search and seize property, obtain statements and confessions, and to present evidence in a court of law.

**LEARNING OUTCOMES:**

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify the scope and application of the Miranda decision (state and federal application – case law).	In-Class Activity Exam Lab
Identify applicable search and seizure rules and procedures.	In-Class Activity Scenarios
Identify general procedural requirements for citations, arrests, probable cause statements and other procedural activities.	In-Class Activity

**CONTENT SUMMARY:**

Part 1

- Types of Encounters
  - Mere Conversation
  - Stop
  - Arrest
- Stop and Frisk

Part 2

- Arrests
- Consular Notification
- Custody Interrogation
- Miranda v. Arizona

Part 3

- Search and Seizure



## PROBLEM-ORIENTED POLICING

### INSTRUCTIONAL GOAL:

This course is designed to develop a new police officer's problem solving skills in relation to addressing community problems.

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify the steps of the SARA model.	In-Class Activity Exam
Apply problem-oriented policing strategies to a given circumstance.	In-Class Activity Lab

### CONTENT SUMMARY:

- Role of Police- Service Delivery, Order Maintenance, Law Enforcement
- Problem-Oriented Policing Defined
- History and Development of Problem-Oriented Policing
- Why Problem-Oriented Policing?
- Key Elements
- Problem Solving
- The SARA Model



## PROBLEM SOLVING

### INSTRUCTIONAL GOAL:

This course is designed to enhance a new police officer's problem solving skills.

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Describe the steps of the problem solving process.	In-Class Activity
Analyze a problem and determine the steps necessary to develop a solution.	In-Class Activity Scenarios
Complete the steps of the problem solving process to address a police-specific problem.	In-Class Activity Scenarios
Present solutions to a complex, police-specific problem.	In-Class Activity Project

### CONTENT SUMMARY:

- Problem Solving Process
  
- Steps of the Process
  - What Is the Problem?
  - How Do You Know?
  - What Do You Need to Know?
  - Use Resources and Identify Possible Solutions
  - Act / Try the Solution
  - Evaluate the Solution



## RESILIENCY

### INSTRUCTIONAL GOALS:

This course is designed to:

1. Enhance a new police officer’s awareness of job-related stressors.
2. Develop a new police officer’s understanding of potential strategies for addressing stressors to maintain their emotional, physical and mental health.
3. Develop a new police officer’s ability to self-assess or reflect on their self-care strategies.

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Recognize symptoms of trauma and/or job-related stress.	In-Class Activity
Identify factors that contribute to the stress and associated trauma of a career in public safety.	In-Class Activity
Articulate healthy ways to address potential trauma or stress to maintain whole health.	In-Class Activity Exam

### CONTENT SUMMARY:

- Overview
  - What is Resiliency?
  - Stages of Professional Journey
  - Setting the Stage for 16 Weeks
  
- Developing Awareness for 16 Weeks
  - Vicarious Trauma
  - Triggers
  - Recognizing Tactical Thinking Errors
  - Developing Stress Reduction Strategies
  - Building Strong Support Systems
  
- Resources
  - Creating a Resource Directory



**ROLES AND RESPONSIBILITIES (Classroom, Lab, and Project)**

**INSTRUCTIONAL GOALS:**

This course is designed to:

1. Develop a new police officer’s understanding of sources of authority and legitimacy in their role as a law enforcement officer.
2. Develop a new police officer’s awareness of what it means to be a servant-minded leader in their community, responsible for building partnerships to contribute to community safety.
3. Help a new police officer understand how to implement proactive policing techniques to enhance their effectiveness as a police officer.

**LEARNING OUTCOMES:**

Upon completion of instruction, students will be able to:

<b>OUTCOME</b>	<b>MEASURE</b>
Identify sources of authority and legitimacy.	In-Class Activity Exam
Articulate responsibilities and duties as a law enforcement officer.	In-Class Activity Exam
Explain the significance for building partnerships with the community for a law enforcement officer.	In-Class Activity Project
Identify proactive policing techniques that can help build partnerships or solve problems in the community.	In-Class Activity Project Lab

**CONTENT SUMMARY:**

- Primary Categories of Police Functions
  - Service Delivery
  - Order Maintenance
  - Law Enforcement
  
- Mindset
  - The Warrior
  - The Guardian
  
- The Role of Community in Policing



## STRESS FIRST AID

### INSTRUCTIONAL GOAL:

This course is designed to teach new police officers about Stress First Aid with a focus on how the Stress First Aid model helps peers to recognize stress injuries, first aid strategies for stress injuries, and some implications for leaders.

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Describe how Stress First Aid reduces the risk for stress reactions.	In-Class Activity
Describe the seven core actions of Stress First Aid.	In-Class Activity
Recognize the physical and psychological effects of stress.	In-Class Activity
Identify appropriate techniques for coping with stress.	In-Class Activity

### CONTENT SUMMARY:

- Introduction to Stress First Aid
- Stress Continuum Model
- Stress Injuries
- Stress First Aid Actions
- Career Balance





## SUPPORTING VICTIMS OF CRIME

### INSTRUCTIONAL GOAL:

This course is designed to develop a new police officer's awareness surrounding victim's rights laws and practices.

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Explain notification responsibilities for law enforcement related to victims.	In-Class Activity
Given a circumstance, determine the need to provide victim's rights information to a victim.	Scenarios

### CONTENT SUMMARY:

- Notification
- Statutory Provisions
- Statutory Analysis and Application
- Best Practices



**STATE OF OREGON**  
**DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING**  
2019 BASIC POLICE CURRICULUM REVISION

---



# PHASE 2



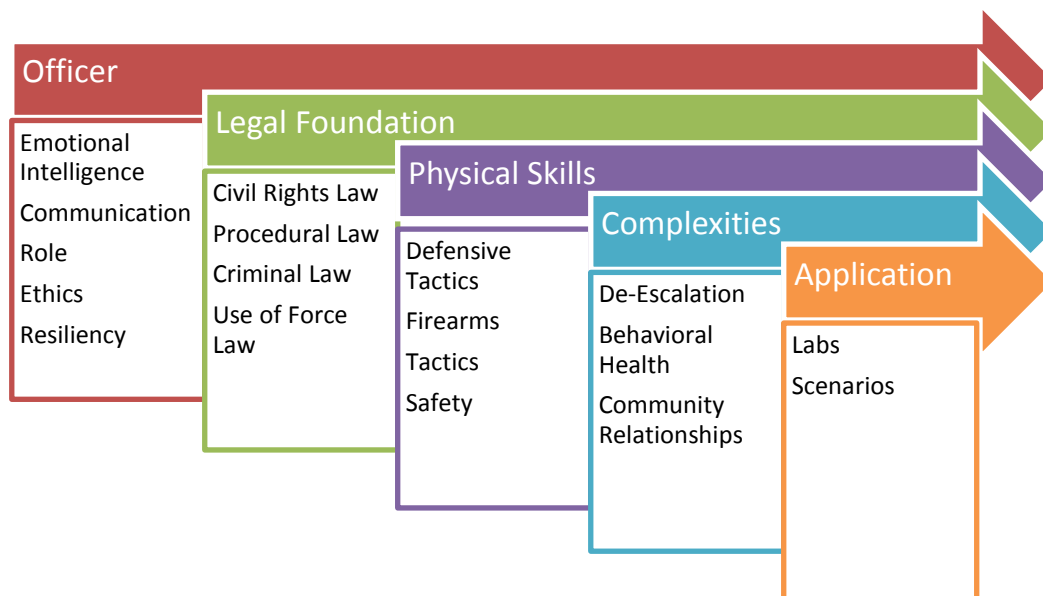
## Phase 2 Focus

Phases 1 and 2 operate in an integrated and progressive manner. Phase 2 builds upon what officers learned in Phase 1, further developing their skills in order to “close the call”. In phase 1, Officers learned about themselves and what they bring to an encounter. They learned to be self-aware, what their role is as an officer and how to interact with a citizen in a “simple encounter”. Phase 2 provides the legal foundation and further explores circumstances that make decision-making more complex, then provides students the opportunity to practice and apply their knowledge and skills in a re-designed scenario program that aligns with the course learning outcomes.

Topics reviewed and redesigned in Phase 2 include: the legal foundation (Introduction to the Justice System, the Procedural Law Series, Criminal Law series, Civil Rights and Liabilities), the Behavioral Health Series (formerly titled Mental Health), and the Use of Force/Decision-Making Series. This phase also begins developing officers’ physical skills in Firearms and Defensive Tactics, as well as their tactical skills in Building Search and Tactical Movement.

Officers receive all of their legal foundation by the end of Phase 2. Significant time is spent developing critical thinking and determining authority in a given situation; what crime elements are present in a given circumstance, is the use of force appropriate in a given circumstance, how to best engage with a person in crisis to increase the likelihood of a positive outcome?

### Academy Themes- Through Phase 2





## Phase 2 Advisory Panel

Constituent and Community Members		Staff Contributors
<b>Brian Bicknell</b> Merrill Police Department	<b>Heath Kula</b> Oregon Health and Science University Police	<b>Lorraine Anglemier</b> Department of Public Safety Standards and Training
<b>Teresa Bloom</b> Oregon State Police	<b>Kurt Miller</b> Marion County District Attorney's Office	<b>Noel Aher</b> Department of Public Safety Standards and Training
<b>Shelaswau Crier</b> Public Citizen	<b>Jason Perizo</b> Oregon State Police	<b>Rich Daniel</b> Department of Public Safety Standards and Training
<b>Belle Cottrell</b> Marion County Sheriff's Office	<b>Anthony Powers</b> Roseburg Police Department	<b>Rick Igou</b> Department of Public Safety Standards and Training
<b>Travis Eynon</b> Hermiston Police Department	<b>Lauren Quinsland</b> Public Citizen	<b>Linda Maddy</b> Department of Public Safety Standards and Training
<b>Casey Froehlich</b> Eugene Police Department	<b>Matt Riddle</b> Salem Police Department	<b>Gerod Rayburn</b> Department of Public Safety Standards and Training
<b>Paul Garrison</b> Deschutes County Sheriff's Office	<b>John Shaul</b> LaGrande Police Department	<b>Scott Willadsen</b> Department of Public Safety Standards and Training
<b>Liesbeth Gerritsen</b> Portland Police Bureau	<b>Doug Shugart</b> Oregon State Police	<b>Staci Yutzie</b> Department of Public Safety Standards and Training
<b>Ron Gregory</b> Warm Springs Police Department	<b>Geoff Spalding</b> Astoria Police Department	
<b>Bill Hopper</b> Washington County Sheriff's Office	<b>Rick Stainbrook</b> Portland Police Bureau	
<b>Steve James</b> Consultant, Washington State University	<b>Keith Stein</b> Linn County District Attorney's Office	
<b>Pete Jensen</b> Malheur County Sheriff's Office	<b>John Thomas</b> Public Citizen	



## Scenario Contributors to Date

Albany Police Department	Hillsboro Police Department
Baker City Police Department	Lincoln County Sheriff's Office
Bend Police Department	Malheur County Sheriff's Office
Canby Police Department	Morrow County Sheriff's Office
Clackamas County Sheriff's Office	Pendleton Police Department
Corvallis Police Department	Polk County Sheriff's Office
The Dalles Police Department	Portland Police Bureau
Eugene Police Department	Roseburg Police Department
Gilliam County Sheriff's Office	Toledo Police Department
Gresham Police Department	Washington County Sheriff's Office
Hermiston Police Department	Wheeler County Sheriff's Office

## Phase 2 Timeline

Development by Phase 2 Advisory Panel	March – October 2018
Review by Center for Policing Excellence Advisory Panel	October 2018
Review by Police Policy Committee Scheduled	November 2018
Review/Approval by DPSST Board Scheduled	January 2019
Implementation Scheduled	February 2019
Evaluation Scheduled	Ongoing



## Phase 2 Hour Changes

For a summary of the changes proposed in Phase 2 see the table below. Individual overviews of coursework begin on page 51.

<b>Course Title</b>	<b>Hour Additions</b>	<b>Hour Reductions</b>	<b>Description</b>
Behavioral Health Series	-	-	Formerly titled Mental Health, updated content
Bombs and Explosives	-	2	Reduces advanced content- SME recommendation that recruits need less information more appropriate for bomb techs. Reducing content here focuses on the basics and leaves more complex information up to advanced training.
Building Search and Tactical Movement	8	-	New courses- expands on material previously covered in another course ( <i>Principles of Tactical Movement</i> ) and incorporates more practical application
Communication Series	1	-	Adds radio communication to series
Community Policing	1	-	Adjusted time to reflect actual time needed to deliver content
Civil Liabilities and Civil Rights	-	-	Updated content
Criminal Law Series	-	2.5	Updated and streamlined content
Critical Incident Stress Awareness/ Death Notifications	-	2	Absorbed content into other courses (Stress First Aid, Resiliency, Communication, Emotional Intelligence). This content is not lost, but instead is delivered in a more integrated manner consistent with the themes of the academy.
Defensive Tactics	6	-	Expands series to include shorter, more frequent sessions. Includes more practice on handcuffing and person searches throughout



STATE OF OREGON  
 DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING  
 2019 BASIC POLICE CURRICULUM REVISION

Course Title	Hour Additions	Hour Reductions	Description
Disease Awareness and Prevention	-	2	<b>Removed- Agencies report they provide Blood Borne Pathogens training in-house annually (Agency Responsibility)</b>
Effective Interactions with the Deaf and Hard of Hearing	1	-	Series added in Phase 1, adjusted time to reflect actual time needed to deliver content
Firearms Series	12	-	Expands series to include shorter, more frequent sessions. Adds familiarization on shield and patrol rifle, as well as includes more decision making drills and practice
Fitness and Nutrition	2	-	Expands series by replacing Disease Awareness and Prevention with a nutrition follow-up halfway through the 16 academy allowing students the opportunity to analyze their progress
Gang Awareness	-	2	Reduces content- Much of this material is geographically specific. Reducing content here focuses on the more general principles and leaves specifics to agencies and/or advanced training.
Harassment	-	2	<b>Removed- Agencies report they provide anti-harassment training in-house annually (Agency Responsibility)</b>
Investigations- Controlled Substances	-	1	Adjusted time to reflect actual time needed to deliver content
Investigations- Crash	-	10	Reduces content- SME recommendation that much of this material is detailed information regarding crash reconstruction that is too advanced for the basic academy, yet not enough to qualify a reconstructionist. Reducing content here provides recruits the basics to respond to a crash and leaves specifics to advanced training.





STATE OF OREGON  
 DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING  
 2019 BASIC POLICE CURRICULUM REVISION

Course Title	Hour Additions	Hour Reductions	Description
Investigations- Missing Persons	1	-	Content previously absorbed in Phase 1, returning to stand alone course
Legitimacy and Procedural Justice Series	0.5	-	Series added in Phase 1, adjusted time to reflect actual time to deliver content
Less Lethal Options and Concepts	-	4	Absorbed into another course (Use of Force)
Mock Trial Series	-	1	Adjusted time to reflect actual time needed to deliver content
Patrol Procedures	-	8.5	Absorbed content into other courses. This content is now covered elsewhere. <b>Removed- K-9 familiarization (discussion- is there value in this becoming an optional training?)</b>
Physical Fitness Training	-	1	Sessions distributed to alternate with other physical activity to minimize injury and/or fatigue
Procedural Law Series	-	1	Removes stand-alone review session
Report Writing	0.5	-	Adjusted time to reflect actual time needed to deliver content
Resiliency Series	-	1	New content to replace Critical Incident Stress Awareness and A Resilience Plan for LE
Tactical Emergency Casualty Care	2	-	New course
Tactical Safety Briefing	-	1	Absorbed content into another course. Briefing is now provided at first scenario block.
Scenarios/Patrol Shift	-	-	54 hours of training restructured with all new scenarios and aligned with weekly learning outcomes and measureable behavior metrics
Scenarios- Behavioral Health	-	-	Remains a stand-alone scenario block
Scenarios- Domestic Violence	-	-	Remains a stand-alone scenario block
Scenarios- DUII	-	-	Remains a stand-alone scenario block



STATE OF OREGON  
**DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING**  
2019 BASIC POLICE CURRICULUM REVISION

---

<b>Course Title</b>	<b>Hour Additions</b>	<b>Hour Reductions</b>	<b>Description</b>
Use of Force/Decision Making Series	8	-	Expands series to includes report writing, post incident procedures, and less lethal; ensures alignment between coursework and simulation training (ConSim and/or Range 3000- now titled Use of Force/Decision Making Scenarios)
Course Administration		- 2	Reorganized exams, project time, graduation activities, etc. to fit schedule



**BEHAVIORAL HEALTH SERIES (Parts 1-7)**

**INSTRUCTIONAL GOAL:**

This course is designed to:

1. Develop a new police officer’s understanding of behaviors commonly associated with mental illness, crisis, addiction, trauma, and developmental disabilities.
2. Develop a new police officer’s understanding of crisis and crisis de-escalation techniques.
3. Introduce a new police officer to the legal authority associated with behavioral health interactions.

**LEARNING OUTCOMES:**

Upon completion of instruction, students will be able to:

<b>OUTCOME</b>	<b>MEASURE</b>
Describe behaviors commonly associated with mental illness, crisis, addiction, trauma, and developmental disabilities	In-Class Activity Scenario Exam
Analyze a situation and determine the officer’s authority under ORS 426.228 (custody of persons in need of emergency care and treatment)	In-Class Activity Scenario Exam
Demonstrate de-escalation skills	In-Class Activity Scenario
Articulate strategies to consider when interacting with populations displaying behavioral health needs	In-Class Activity Exam

**CONTENT SUMMARY:**

Part 1 & 2- Awareness

- Stigma
- Myths and Facts About Mental Illness, Addictions, and Developmental Disabilities
- Impact and Common Characteristics of Mental Health Disorders
- Major Mental Illnesses Common in a Criminal Justice Setting
- Communication Strategies
- Suicide
  - Victim Precipitated Homicide



**STATE OF OREGON**  
**DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING**  
2019 BASIC POLICE CURRICULUM REVISION

---

- Trauma Informed Approach
- Substance Dependence Disorders
  - NARCAN
- Disabilities
  - Intellectual Disability
  - Autism Spectrum Disorder
  - Dementia
- LEADS- Oregon Mental Health Database
- Introduction to Crisis Intervention

**Part 3- Application**

- Physical Scenarios incorporating Parts 1 & 2

**Part 4- Legal Considerations**

- Custody of Persons in Need of Emergency Care and Treatment (Peace Office Custody)
- Use of Force and Persons with Mental Illness- Case Law
- The Americans with Disabilities Act

**Part 5- De-escalation**

- Crisis and the Crisis Cycle
- Crisis Communication
- Active Listening Skills

**Part 6- Veterans Awareness**

- General Military Information
- Post-Traumatic Stress Disorder and Traumatic Brain Injury
- Stress Cycle
- Strategies When Working with Veterans

**Part 7- Application**

- Physical Scenarios incorporating Parts 4, 5 & 6



## **BUILDING SEARCH AND TACTICAL MOVEMENT (Parts 1-4)**

### **INSTRUCTIONAL GOAL:**

This course is designed to develop a new police officer's understanding of tactics and movements related to safe and effective building approaches and searches.

### **LEARNING OUTCOMES:**

Upon completion of instruction, students will be able to:

<b>OUTCOME</b>	<b>MEASURE</b>
Articulate authority to search a given structure	Scenario Exam
Demonstrate safe building and room entry	In-Class Activity Scenario
Identify a structure by a labeling system	In-Class Activity
Demonstrate safe weapon handling while moving	Scenario
Identify appropriate search speed for a given situation	In-Class Activity

### **CONTENT SUMMARY:**

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



## **CIVIL LIABILITIES & CIVIL RIGHTS**

### **INSTRUCTIONAL GOAL:**

This course is designed to develop a new police officer's understanding of the constitution, their duty to protect the rights of all citizens, and how they can reduce the civil liability risks associated with their jobs.

### **LEARNING OUTCOMES:**

Upon completion of instruction, students will be able to:

<b>OUTCOME</b>	<b>MEASURE</b>
Explain the role of an officer in protecting the rights of citizens	Exam Scenario
Articulate police encounters that could expose an officer to potential criminal or civil action	In-Class Activity
Articulate steps that law enforcement officers/agencies can take to reduce exposure to civil liability	In-Class Activity

### **CONTENT SUMMARY:**

- Constitutional Rights
- Significance of Civil Liability
- Legal Authority for Civil Liability / Civil Rights Violations Claims
- Consequences and Costs
- Qualified Immunity
- Preventing/Reducing Exposure to Civil Liability



### **COMMUNICATION SERIES (Part 4- Radio)**

#### **INSTRUCTIONAL GOAL:**

This course is designed to develop a new police officer's radio communication skills.

#### **LEARNING OUTCOMES:**

Upon completion of instruction, students will be able to:

<b>OUTCOME</b>	<b>MEASURE</b>
Demonstrate effective radio communication	In-Class Activity Scenarios

#### **CONTENT SUMMARY:**

- Common Types of Radio Communication
- General Procedures
- Phonetic Alphabet
- Radio Codes
- Plain Language



### **CRIMINAL LAW SERIES (Parts 1-7)**

#### **INSTRUCTIONAL GOAL:**

This series is designed to develop a new police officer's understanding of persons, property, and behavioral offenses as defined by the Oregon Criminal Code.

#### **LEARNING OUTCOMES:**

Upon completion of instruction, students will be able to:

<b>OUTCOME</b>	<b>MEASURE</b>
Identify type of offense using the Oregon Criminal Code Book	In-Class Activity Scenario Written Report Exam
Distinguish level of offense using the Oregon Criminal Code Book	In-Class Activity Scenario Written Report Exam
Articulate the elements of a given crime	In-Class Activity Scenario Written Report Exam
Analyze a situation and determine if there is an applicable ORS offense represented	In-Class Activity Scenario Written Report Exam





## **CONTENT SUMMARY:**

### Criminal Law Part 1- Property

- Theft Offenses
- Unauthorized Use of a Vehicle
- Fraud or Deception Offenses
  - Forgery
  - Fraudulent Use of a Credit Card
  - Negotiating a Bad Check
- Improper use of an Emergency Communications System
- Interference with Making a Report
- Identity Theft

### Criminal Law Part 2- Property

- Arson
- Reckless Burning
- Criminal Mischief
- Criminal Trespass
- Burglary
- Robbery

### Criminal Law Part 3- Persons

- Assault Offenses
- Assaulting a Public Safety Officer
- Homicide Offenses
  - Murder
  - Manslaughter
  - Criminally Negligent Homicide
- Menacing
- Recklessly Endangering Another
- Criminal Mistreatment
- Trafficking
- Prostitution
- Luring a Minor

### Criminal Law Part 4- Persons

- Sexual Offenses
  - Rape
  - Sodomy
  - Unlawful Sexual Penetration
  - Sexual Abuse
  - Indecency
- Kidnapping
- Custodial Interference
- Offenses Against Family
  - Abandonment
  - Child Neglect
  - Endangering

### Criminal Law Part 5- Public Order and Weapons

- Public Order Offenses
  - Disorderly Conduct
  - Harassment and Related Offenses
- Weapons Offenses
  - Unlawful use of a Weapon
  - Carrying a Concealed Weapon
  - Unlawful Possession of a Firearm
  - Prohibited Possession Offenses
- Intimidation
- Bias Crime Reporting



Criminal Law Part 6- State and Public Justice

- State and Public Justice Offenses
  - Escape
  - Failure to Appear
  - Obstructing Governmental or Judicial Administration
  - Interfering with a Peace Officer or Parole and Probation Officer
  - Interfering with a Firefighter or Emergency Medical Technician
  - Resisting Arrest
  - Hindering Prosecution
  - Initiating a False Report
  - Giving False Information to a Police Officer in Connection With a Citation or Warrant
  - Official Misconduct
- Commercial Sexual Solicitation
- Promoting Prostitution
- Compelling Prostitution
- Animal Offenses
  - Animal Abuse
  - Animal Neglect
  - Sexual Assault of an Animal
  - Interfering with a Law Enforcement Animal
  - Assaulting a Law Enforcement Animal
  - Animal Abandonment
- Criminal Law Part 7- Controlled Substances
  - Controlled Substances
  - Cannabis
  - Alcohol Offenses



**DEFENSIVE TACTICS SERIES (Sessions 1-24)**

**INSTRUCTIONAL GOAL:**

This course is designed to:

1. Introduce a new police officer to physical skills and techniques used to affect an arrest or defend against an attack.
2. Develop a new police officer's ability to effectively make decisions in stressful or violent environments.

**LEARNING OUTCOMES:**

Upon completion of instruction, students will be able to:

<b>OUTCOME</b>	<b>MEASURE</b>
Demonstrate effective defensive concepts from a standing position	In-Class Activity
Demonstrate effective defensive concepts from a ground position	In-Class Activity
Handcuff and search a cooperative subject	In-Class Activity
Demonstrate effective decision making under stress	In-Class Activity

**CONTENT SUMMARY:**

- Defensive concepts while standing
  - Escort positions
  - Clinch work
  - Standing side control
  - Take Downs
  - "Default" punch defense
  - In-fight weapon access in clinched entanglements
- Defensive concepts while on the ground
  - Getting back to standing
  - Escaping full mount
  - Escaping side control
  - In-fight weapon access in grounded entanglements



- **Handcuffing**
  - Cooperative handcuffing
  - Searches
  - Kneeling and prone cuffing
  - High risk cuffing
  
- **Decision making under stress**
  - Force on Force evolutions
  - Multitasking under life threatening circumstances
  
- **Person Searches**
  - Legal parameters
  - Officer safety
  - Systematic approach
  
- **Less Lethal Options**



**FIREARMS SERIES (Sessions 1-15)**

**INSTRUCTIONAL GOAL(S):**

This course is designed to:

1. Introduce a new police officer to the use, limitations and techniques of the service handgun, patrol rifle, and shotgun.
2. Develop a new police officer’s ability to effectively use firearms to defend themselves, a partner, or a third party against a lethal force encounter.

**LEARNING OUTCOME(S):**

*Upon completion of instruction, students will be able to:*

<b>OUTCOME</b>	<b>MEASURE</b>
Articulate critical firearms safety rules	In-Class Activity Exam
Achieve a passing score on the qualification	Exam- Qualification
Demonstrate safe and proficient firearms handling skills	In-Class Activity
Articulate the difference between cover and concealment and how to correctly use cover	In-Class Activity

**CONTENT SUMMARY:**

- Safety
- Ammunition
- Pistol Nomenclature
- Care and Cleaning
- Essentials
  - Grip
  - Trigger
  - Aiming
  - Stance
- Administrative Processes
  - Draw
  - Load
  - Unload
  - Reloading
  - Malfunction Clearance



**STATE OF OREGON**  
**DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING**  
2019 BASIC POLICE CURRICULUM REVISION

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- Decision Making
- Qualification
- Cover and Concealment
- Movement and Obstacles
- Low Light
- Multiple Targets
- Single-handed Manipulations
- Ballistic Shield Familiarization
- Shotgun Familiarization
- Patrol Rifle Familiarization



## INTRODUCTION TO THE JUSTICE SYSTEM

### INSTRUCTIONAL GOAL:

This course is designed to develop a new police officer's understanding of the justice system and of general criminal code concepts and application.

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Locate and differentiate between criminal code offenses	In-Class Activity
Articulate sources of law	In-Class Activity Exam
Analyze a situation to identify the appropriate criminal code application to the circumstances	In-Class Activity Scenarios
Identify elements of a crime in a given situation	In-Class Activity Lab

### CONTENT SUMMARY:

- Sources of Law & Court Systems
- The Components of the Justice System
- Stages through the Justice System
- Oregon Revised Statutes
- Criminal Liability



**PROCEDURAL LAW SERIES (Parts 1-4)**

**INSTRUCTIONAL GOAL:**

This course is designed to develop a new police officer's understanding of the impact of Oregon Revised Statutes and/or appellate courts on the officer's authority to carry out duties.

**LEARNING OUTCOMES:**

Upon completion of instruction, students will be able to:

<b>OUTCOME</b>	<b>MEASURE</b>
Identify different types of encounters and the justification for that interaction	In-Class Activity Lab Scenarios Exam
Analyze a situation, determine if Miranda applies, and apply when needed	In-Class Activity Lab Scenarios Exam
Articulate search and seizure authority in a given circumstance	In-Class Activity Scenarios
Identify the required contents of a search warrant	In-Class Activity





## **CONTENT SUMMARY:**

### Part 1

- Types of Encounters
  - Mere Conversation
  - Stop
  - Arrest
- Stop and Frisk

### Part 2

- Arrests
- Consular Notification
- Custody Interrogation
- Miranda v. Arizona

### Part 3

- Search and Seizure

### Part 4- Law Lab

- Activities incorporating Parts 1-3 and Criminal Law Parts 1-4



**RESILIENCY 1-3 (Expansion from Phase 1)**

**INSTRUCTIONAL GOALS:**

This course is designed to:

4. Enhance a new police officer’s awareness of job-related stressors.
5. Develop a new police officer’s understanding of potential strategies for addressing stressors to maintain their emotional, physical and mental health.
6. Develop a new police officer’s ability to self-assess or reflect on their self-care strategies.

**LEARNING OUTCOMES:**

Upon completion of instruction, students will be able to:

<b>OUTCOME</b>	<b>MEASURE</b>
Recognize symptoms of trauma and/or job-related stress.	In-Class Activity
Identify factors that contribute to the stress and associated trauma of a career in public safety.	In-Class Activity
Articulate healthy ways to address potential trauma or stress to maintain whole health.	In-Class Activity Exam

**CONTENT SUMMARY:**

Part 1

- Overview
  - What is Resiliency?
  - Stages of Professional Journey
  - Setting the Stage for 16 Weeks
  
- Developing Awareness for 16 Weeks
  - Vicarious Trauma
  - Triggers
  - Recognizing Tactical Thinking Errors
  - Developing Stress Reduction Strategies
  - Building Strong Support Systems
  
- Resources



## Part 2

- Overview of Stress
  - Physiological Reactions to Stress
  - Emotional Reactions to Stress
  - Cognitive Reactions to Stress
- Developing coping/protective skills
- Grounding
- Introducing Work/Life Balance

## Part 3

- Five Personality Characteristics Common in Police Careers
- Police Suicide
- Coping with Stress
  - Physical
  - Cognitive
  - Emotional
  - Spiritual
- Review Grounding
  - Grounding plans
- Work/Life Balance
  - How it changed
  - Creating a Success Plan - How to care for self and family moving forward



## SCENARIOS

### INSTRUCTIONAL GOAL:

Scenario training is intended to develop recruits' foundational skills to initiate contacts and take basic calls for service in the communities they serve.

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Scenario outcomes will align with the corresponding course outcome	Scenarios

### CONTENT SUMMARY:

Scenario training is being redesigned for the revised Basic Police curriculum and will be an integral component in the academy. Constituent input informed the fact situations that will be prioritized and presented in scenarios.

All new scenarios are being developed that align with each week's classroom and skills training in the academy. Scenario training will occur in every week of the 16-week academy so recruits will have multiple opportunities to apply prior learning in increasingly complex scenarios as the academy progresses.

Scenario training will employ rubrics for evaluation. The metrics in these rubrics are drawn from work conducted by Washington State University where research has identified which officer behaviors are most likely to lead to successful outcomes on calls.



## TACTICAL EMERGENCY CASUALTY CARE

### INSTRUCTIONAL GOAL:

This course is designed to introduce a new police officer to techniques for providing immediate care for victims in response to certain wounds.

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Articulate important considerations when responding to an injured person	In-Class Activity
Apply a tourniquet	In-Class Activity

### CONTENT SUMMARY:

- Phases of Casualty Care
  - Care Under Fire
  - Tactical Field Care
  - Tactical Evacuation Care
- Wound Ballistics
  - Energy Transfer
  - Shot Placement
  - Being Lucky
- M.A.R.C.H.
  - Massive Hemorrhage
  - Airway
  - Respiration
  - Circulation
  - Hypothermia
- Trauma Management



**USE OF FORCE/DECISION-MAKING SERIES (Law, Application Parts 1-5,  
Report Writing & Decision-Making Scenarios)**

**INSTRUCTIONAL GOAL:**

This course is designed to develop a new police officer's understanding of the legal authority guiding use of force decisions and the ability to appropriately apply that authority.

**LEARNING OUTCOMES:**

Upon completion of instruction, students will be able to:

<b>OUTCOME</b>	<b>MEASURE</b>
Articulate authority guiding an officer's use of force	In-Class Activity Exam
Describe subject behaviors that could require officer intervention or response	In-Class Activity Scenario
Articulate governmental interest in a given situation	In-Class Activity Scenario
Differentiate between "type" of force and the "amount" of force that can be used by officers	In-Class Activity
Demonstrate effective communication	Scenario
Complete a use of force report containing all pertinent details	In-Class Activity
Analyze a given situation and respond with the appropriate type and amount of force	In-Class Activity Scenario Exam



## **CONTENT SUMMARY:**

### Use of Force Law

- Oregon Criminal Code- The Peace Officer Justification Statutes
  - Use of Physical Force in Making an Arrest or in Preventing Escape
  - Use of Deadly Physical Force in Making an Arrest or in Preventing Escape
  - Reasonable Belief
- Oregon Criminal Code- The Civilian Justification Statutes
  - Use of Physical Force in Defense of a Person
  - Limitations on Use of Physical Force in Defense of a Person
  - Limitations on Use of Deadly Physical Force in Defense of a Person
  - Use of Physical Force in Defense of a Premises
  - Use of Physical Force in Defense of Property
  - Use of Physical Force by Private Person Assisting an Arrest
  - Use of Physical Force by Private Person Making Citizen's Arrest
  - Use of Physical Force in Resisting Arrest Prohibited
- Federal Constitutional Analysis of Police Use of Force
  - Tennessee v Garner
  - Graham v Connor

### Application Part 1

- When/Why may an Officer Use Force
- Objective Reasonableness Standards
- Graham Factors
- Severity of the Crime
- Immediate Threats
- Officer Safety Clues
- Resistance
- Evading Arrest
- Tense, Uncertain, and Rapidly Evolving Circumstances
- Totality of the Circumstances

### Application Part 2

- Use of Force Principles and Definitions
- Governmental Interest
- Types of Force vs Amounts of Force
- Presence



### Application Part 3

- Police Legitimacy and Use of Force
- Situationally Appropriate Communication and Legitimacy
- Verbal Communication

### Use of Force Part 4- Report Writing

- Administrative Force
- Intermediate Force
- Physical Force

### Application Part 5

- Use of Force with Emotionally Disturbed or Mentally Distraught Individuals
- Risk Assessment
- Suicide by Cop
- Agitated Chaotic Events

### Application Part 6

- Post Incident Procedures
  - Administrative Force
  - Physical or Intermediate Force
  - Deadly Force

### Use of Force/Decision Making Scenarios

- Video Scenarios
- Physical Scenarios





# PHASE 3



### **Phase 3 Focus**

Phase 3 will conclude the content review and update for the 16-week Academy. It will include the criminal investigations series, traffic and driving under the influence, report writing and court procedures as well as wrapping up any miscellaneous topics.

An Advisory Panel for Phase 3 will be convened and schedule to begin development in March 2019.

### **Phase 3 Topics**

#### **Criminal Investigations**

Forensics  
 Report Writing  
 Court Proceedings  
  
 Interview and Interrogation  
 Specialty Investigations:  
 Domestic Violence, Sexual  
 Assault, Child Abuse, Elder  
 Abuse, Controlled  
 Substances, OLCC,  
 Unattended Death, Missing  
 Persons, Juvenile

#### **Traffic**

Motor Vehicle Code  
 Standardized Field Sobriety Tests  
 Intoxilyzer  
  
 DMV/Implied Consent  
 DUII Reports  
 Drugs that Impair Driving  
  
 Wet Lab  
 Emergency Vehicle Operation  
  
 Vehicle Stops  
  
 Crash Investigations

#### **Remaining**

Gang Awareness  
 Bombs and Explosives  
 Additional Topics  
 (if proposed)

### **Phase 4**

Following the development of the 16-week academy, the final phase will be to review and update the Field Training Manual to ensure its alignment and fluidity with the Basic Academy.