

The Equivalency Academy  
Basic Law Enforcement Training

## **COURSE SYLLABUS**

2012 - 2014

### **DESCRIPTION**

This course is designed to build upon the knowledge students gained in their experience as an officer. The Equivalency Academy is designed to ensure readiness of officers that are new to the state of Washington or have been out of the field for an extended period of time. We will focus on problem solving, leadership development, and a comprehensive knowledge of the criminal procedures and criminal laws that dictate how police work is conducted in the state of Washington. The topics discussed are similar to those taught at the Basic Law Enforcement Academy. Therefore, some of the material may be review to seasoned officers.

Students are expected to graduate from the Equivalency Academy with a general understanding of the rules, regulations, laws, procedures and codes of conduct for an officer working in the state of Washington.

In addition to completing weekly assignments thoroughly (and on time) and participating on the discussion board, successful completion of the academy will be based on a comprehensive written exam to be completed on-site at the Washington State Criminal Justice Training Commission.

### **ORGANIZATION**

This is an online course using self-paced eLearning sessions, interactive discussion boards, and weekly assignments. Once every two weeks, students will be presented with a problem-based learning exercise (PBLE), that is, a problem relevant to police work that has more than one potential solution. Students will develop a solution to the problems using the Basic Law Enforcement Academy's problem-solving model, books provided, and their own relevant resources. Students will also complete eLearning session and create quiz question for each session. Additionally, they will respond to the work of their peers and the questions posed by the instructor.

### **COURSE OBJECTIVES**

Students completing this course are required to meet all of the core competencies of the Basic Law Enforcement Academy. A capable police officer in the State of Washington promotes a safe community by enforcing laws, conducting investigations, preserving the peace, rendering aid and building community partnerships. This course is designed to help develop the skills necessary to meet these objectives. See the **Appendix** for the complete Basic Police Officer Competency List.

## **COURSE TOPICS**

- Problem-Solving
- Criminal Law
- Criminal Procedures
- Leadership Development
- Self Care and Self Management
- Effective Communication
- Ethics

## **COURSE TEXTS** (Electronic download from the course website)

1. Criminal Law Student Resource Guide
2. Criminal Procedures Handbook
3. Search Seizure & Confessions
4. Domestic Violence Student Handbook
5. Domestic Violence – DOJ Handbook
6. WSP Forensic Evidence Guide
7. Criminal Law Practice & Self Study Workbook

## **GRADING AND EVALUATIONS**

Grading is based on successful completion of the following:

- **Thorough and on-time completion of each week's online course assignments**
- **Active, weekly participation in the discussion boards**
- **Grade of 70% or higher in each of the following grading areas: PBLE Write-up assignments, Weekly ELearning assignments, Weekly Discussions & Participation and the final written exam**

## **FINAL EXAM**

The final exam will be administered at WSCJTC. Students must successfully complete all graded areas of the 8 week online course and on the 9<sup>th</sup> week of class, return to WSCJTC for a one day on-site. There will be a review session followed by the final exam. Afterward, students will have a session on ethics and the opportunity to offer a course critique before they graduate.

## **RULES OF CONDUCT AND STUDENT EXPECTATIONS**

This course takes 80 hours of time to complete over a 9-week schedule. Students are expected to spend approximately 12-18 hours per week on the course assignments. In the beginning, students less familiar with online classrooms may need to spend a bit more time to become familiar with the online format. Students who plagiarize or copy material without citing their sources will fail the course.

Students entering the Equivalency Academy are responsible for the following:

- Using the PBL Model—Students must actively use the PBL processes in training. This includes completing the PBLEs each week, answering discussion questions, responding to the questions of their peers, preparing for the final exam, and other activities determined by the instructor.
- Learning—Instructors can provide a learning opportunity but they can't *make* a student learn. Students must accept responsibility for their own learning as it applies to the job of policing, and take initiative in the learning process.
- Resourcefulness—Students must be proficient in using the many resources available to them inside and outside the agency.
- Self-Evaluation—Students will participate in self-evaluation and reflection. Honest self-evaluation will assist both the student and the instructor during the training process. Self-evaluation will also ensure that learning transfers from theory to practice.

# SCHEDULE

## Week 1

- Complete the first Problem-Based Learning Exercise (PBLE) write-up paper using the provided template and submit it via the DROPBOX to the instructor by **Friday at midnight**. Do not post your write-up to the discussion board yet.
- View the eLearning session(s) for the week and create one quiz question. Your quiz question should include the correct answer with an explanation. Post your quiz question and correct answer on the discussion board by **Friday at midnight**. Your quiz question cannot be the same as another student's quiz question.
- Respond to any discussion board comments/questions by your instructor by **Friday at midnight**.

## Week 2

- Now post your PBLE write-up to the discussion board by **Monday at midnight**.
- Read at least two of your peers' PBLE write-ups on the discussion board and post a response with your analysis of their work by **Friday at midnight**. For each, include specific mention of something you thought they did well, and specific mention of an area where they might be able to improve or something they might also want to consider.
- View the eLearning session(s) for the week and create one quiz question. Your quiz question should include the correct answer with an explanation. Post your quiz question and correct answer on the discussion board by **Friday at midnight**. Your quiz question *cannot* be the same as another student's quiz question.
- Respond to any discussion board comments/questions by your instructor by **Friday at midnight**.

## Week 3

- Complete the second Problem-Based Learning Exercise (PBLE) write-up paper using the provided template and submit it via the DROPBOX to the instructor by **Friday at midnight**. Do not post your write-up to the discussion board yet.
- View the eLearning session(s) for the week and create one quiz question. Your quiz question should include the correct answer with an explanation. Post your quiz question and correct answer on the discussion board by **Friday at midnight**. Your quiz question *cannot* be the same as another student's quiz question.
- Respond to any discussion board comments/questions by your instructor by **Friday at midnight**.

## Week 4

- Now post your PBLE write-up to the discussion board by **Monday at midnight**.
- Read at least two of your peers' PBLE write-ups on the discussion board and post a response with your analysis of their work by **Friday at midnight**. For each, include specific mention of something you thought they did well, and specific mention of an area where they might be able to improve or something they might also want to consider.
- Instead of an eLearning this week, find a video online that shows an officer overreacting while on duty. Complete this task by **Friday at midnight**. Post the link to the video along with your answers to these three questions:
  1. How would you respond to this situation if you were the officer's direct supervisor?
  2. How would you react if you were on scene with that officer as a partner?
  3. If you had been in the officer's shoes, how would you have handled the incident differently?
- Respond to any discussion board comments/questions by your instructor by **Friday at midnight**.

## Week 5

- Complete the third Problem-Based Learning Exercise (PBLE) write-up paper using the provided template and submit it via the DROPBOX to the instructor by **Friday at midnight**. Do not post your write-up to the discussion board yet.
- View the eLearning session(s) for the week and create one quiz question. Your quiz question should include the correct answer with an explanation. Post your quiz question and correct answer on the discussion board by **Friday at midnight**. Your quiz question *cannot* be the same as another student's quiz question.
- Respond to any discussion board comments/questions by your instructor by **Friday at midnight**.

## Week 6

- Now post your PBLE write-up to the discussion board by **Monday at midnight**.
- Read at least two of your peers' PBLE write-ups on the discussion board and post a response with your analysis of their work by **Friday at midnight**. For each, include specific mention of something you thought they did well, and specific mention of an area where they might be able to improve or something they might also want to consider.
- View the eLearning session(s) for the week and create one quiz question. Your quiz question should include the correct answer with an explanation. Post your quiz question and correct answer on the discussion board by **Friday at midnight**. Your quiz question *cannot* be the same as another student's quiz question.
- Respond to any discussion board comments/questions by your instructor by **Friday at midnight**.

## Week 7

- Complete the fourth Problem-Based Learning Exercise (PBLE) write-up paper using the provided template and submit it via the DROPBOX to the instructor by **Friday at midnight**. Do not post your write-up to the discussion board yet.
- View the eLearning session(s) for the week and create one quiz question. Your quiz question should include the correct answer with an explanation. Post your quiz question and correct answer on the discussion board by **Friday at midnight**. Your quiz question *cannot* be the same as another student's quiz question.
- Respond to any discussion board comments/questions by your instructor by **Friday at midnight**.

## Week 8

- Now post your PBLE write-up to the discussion board by **Monday at midnight**.
- Read at least two of your peers' PBLE write-ups on the discussion board and post a response with your analysis of their work by **Friday at midnight**. For each, include specific mention of something you thought they did well, and specific mention of an area where they might be able to improve or something they might also want to consider.
- View the eLearning session(s) for the week and create one quiz question. Your quiz question should include the correct answer with an explanation. Post your quiz question and correct answer on the discussion board by **Friday at midnight**. Your quiz question *cannot* be the same as another student's quiz question.
- Respond to any discussion board comments/questions by your instructor by **Friday at midnight**.

## Week 9

- Review all the course eLearning sessions, and make sure you can answer all of the learning objectives for each. Your main priority for the week is to study and prepare for the final written exam!
- Review the RCWs, WACs, and proper criminal procedures addressed in the PBLEs.
- There are no on-line assignments for Week 9.
- Attend the face-to-face class day at WSCJTC:
  - Thursday: exam review & final exam; ethics; course critique and Graduation

# APPENDIX

## Basic Police Officer Competencies

**Occupation Definition:** A capable police officer in the State of Washington promotes a safe community by enforcing laws, conducting investigations, preserving the peace, rendering aid and building community partnerships.

### Main Objectives:

1. Enforce Laws
2. Investigate
3. Prevent Crime –Patrol
4. Educate Public
5. Render Aid
6. Preserve Peace

## Duty Competency Areas

**Blue Ink**= Competencies discussed in The Equivalency Academy

**Black italicized Ink**= Competencies to trained at the agency

### 1 - Legal Aspects

#### 1.1 Demonstrate Knowledge of RCWs

- 1.1.1 Identify and define the different classes of crimes
- 1.1.2 Identify and interpret different levels of culpability
- 1.1.3 Identify, interpret, and apply conspiracy, attempt, complicity and solicitation section of RCW
- 1.1.4 Identify, interpret and apply the weapons offense section of RCW
- 1.1.5 Identify, interpret and apply homicide, assault, and harassment section of RCW
- 1.1.6 Identify, interpret and apply the abuse and neglect section of RCW
- 1.1.7 Identify, interpret and apply the robbery, burglary, trespass, and related offense section of RCW
- 1.1.8 Identify, interpret and apply the sex offense section of RCW, to include prostitution, pornography, and obscenity section
- 1.1.9 Identify, interpret and apply the court order section of RCW
- 1.1.10 Identify, interpret and apply the Domestic Violence section of RCW
- 1.1.11 Identify, interpret and apply the kidnapping and extortion section of RCW
- 1.1.12 Identify, interpret and apply arson and related offenses section of RCW
- 1.1.13 Identify, interpret and apply theft and possession of stolen property section of RCW
- 1.1.14 Identify, interpret and apply the animal cruelty section of RCW
- 1.1.15 Identify, interpret and apply fraud and forgery section of RCW
- 1.1.16 Identify, interpret and apply offenses against justice and public administration section of RCW
- 1.1.17 Identify, interpret and apply offenses against public peace section of RCW



- 1.1.18 Identify, interpret and apply gambling and related offenses section of RCW
- 1.1.19 Identify, interpret and apply liquor control section of RCW
- 1.1.20 Identify, interpret and apply the drug offense section of RCW
- 1.1.21 Identify, interpret and apply Juvenile laws and procedures
- 1.1.22 Identify, interpret and apply Landlord Tenant Issues
- 1.1.23 Identify, interpret and apply Fish and Game Violations
  
- 1.2 Demonstrate knowledge of current arrest and search and seizure laws
  - 1.2.1 Identify, interpret, and apply arrest and search and seizure laws
  - 1.2.2 Identify case law references
  
  - 1.2.3 Demonstrate knowledge of civil liability
  - 1.2.4 List types of civil liability
  - 1.2.5 Define direct liability
  - 1.2.6 Define vicarious liability
  - 1.2.7 Apply US code 1983 to peace officer actions
  
  - 1.2.8 Demonstrate knowledge of interviews, interrogations, and confessions
  - 1.2.9 Define and apply Miranda
  - 1.2.10 Define interview, interrogation, and confession
  - 1.2.11 Conduct interviews and interrogations
  
  - 1.2.12 Demonstrate knowledge of WA rules of evidence
  - 1.2.13 Identify, interpret, and apply WA rules of evidence
  - 1.2.14 Apply knowledge from WSP evidence handbook
  
  - 1.2.15 Demonstrate knowledge of workplace harassment laws
  - 1.2.16 Define workplace harassment
  - 1.2.17 Recognize available workplace harassment resources
  - 1.2.18 Identify reporting procedure for workplace harassment
  
  - 1.2.19 Demonstrate knowledge of Washington state court system
  - 1.2.20 Identify, interpret, and apply WA court procedures (felony)
  - 1.2.21 Identify, interpret, and apply WA court procedures (misdemeanor)
  - 1.2.22 Identify, interpret, and apply WA court procedures (juvenile court)
  - 1.2.23 Identify, interpret, and apply WA court procedure (civil)
  
  - 1.2.24 Demonstrate knowledge of WAC
  - 1.2.25 Define purpose of WAC
  - 1.2.26 Identify, interpret, and apply WAC

## **2 - Communication Skills**

### *2.1 Use oral communication skills*

#### *2.1.1 Demonstrate oral command presence*

- 2.1.2 Give directions and instructions
- 2.1.3 *Use active listening skills*
- 2.1.4 *Demonstrate radio procedures*
- 2.1.5 *Use correct grammar*
- 2.1.6 *Testify in legal proceedings*
- 2.2 Use written communication skills
  - 2.2.1 Take field notes
  - 2.2.2 Create reports based on notes
  - 2.2.3 Include elements of crime in report
  - 2.2.4 *Use correct grammar and spelling*
  - 2.2.5 Proofread, edit and correct reports
  - 2.2.6 Print legibly
  - 2.2.7 Read, interpret, and follow written instructions
- 2.3 *Non-verbal communication skills*
  - 2.3.1 *Demonstrate command presence*
  - 2.3.2 *Identify non-verbal danger cues*
  - 2.3.3 *Identify non-verbal cues of deception*
  - 2.3.4 *Identify cross-cultural non-verbal cues*

### **3 - Response to Resistance**

- 3.1 *Deploy and Maintain Firearms*
  - 3.1.1 *Pass CJTC Firearms Qualification*
  - 3.1.2 *Demonstrate Firearm manipulation*
  - 3.1.3 *Demonstrate breakdown and cleaning of firearm*
- 3.2 *Demonstrate defensive tactics techniques*
  - 3.2.1 Define response to resistance
  - 3.2.2 Define civil liability as it relates to defensive tactics
  - 3.2.3 Determine legal level of response to resistance
  - 3.2.4 *Demonstrate verbal de-escalation/escalation skills*
  - 3.2.5 *Perform level I, II, III techniques*
  - 3.2.6 *Identify tools: baton, organic compounds (OC), lateral vascular neck restraining (LVNR), TASER, less-lethal ammunitions, firearm, handcuffs, and weapon of opportunity*

### **4 – Leadership**

- 4.1 Apply decision-making and problem-solving techniques in the workplace
  - 4.1.1 Identify the decision to be made (define the problem)
  - 4.1.2 Identify what you know about the problem or decision to be made
  - 4.1.3 Identify what you need to about the problem or decision to be made before making a decision
  - 4.1.4 Use resources and compare alternatives before making a decision or solving the problem, if the decision does not need immediate action
  - 4.1.5 Determine consequences of each alternative
  - 4.1.6 Make decisions based on values and goals
  - 4.1.7 Evaluate the decision made

- 4.2 Demonstrate positive relations with co-workers
  - 4.2.1 Identify and apply the mission, vision and goals of the group
  - 4.2.3 Respect co-workers
  - 4.2.4 Empathize with co-workers
  - 4.2.5 Recognize the different personalities of co-workers and cooperate with different personalities
  - 4.2.6 Identify benefits of teamwork
  - 4.2.7 Determine ways to motivate others
- 4.3 Demonstrate positive interactions with supervisors
  - 4.3.1 Support the mission, vision and values of the group
  - 4.3.2 Follow policies, procedures, directives, and orders
- 4.4 Project a professional image
  - 4.4.1 Exhibit a positive attitude and professionalism
  - 4.4.2 Maintain physical fitness
  - 4.4.3 Maintain uniform
- 4.5 Demonstrate positive relations with citizens
  - 4.5.1 Provide service to citizens when needed
  - 4.5.2 Exhibit professionalism
  - 4.5.3 Resolve inquiries and complaints
  - 4.5.4 Explain laws to citizens
  - 4.5.5 Employ crisis intervention techniques
  - 4.5.6 Educate public in crime prevention
- 4.6 Define diversity
  - 4.6.1 Demonstrate professionalism with diverse persons
  - 4.6.2 Interact with citizens in an unbiased manner
  - 4.6.3 Interact with coworkers in an unbiased manner
  - 4.6.4 Practice unbiased policing
- 4.7 Demonstrate knowledge of a paramilitary organization
  - 4.7.1 Identify purpose of the chain of command
  - 4.7.2 Follow the chain of command

## **5 - Driving**

*5.1 Demonstrate emergency driving skills*

*5.1.1 Demonstrate driving habits under high stress conditions*

*5.1.2 Demonstrate high-risk / speed maneuvers*

*5.1.3 Define and practice defensive driving*

*5.1.4 Demonstrate use of vehicle equipment*

*5.1.5 Identify liability responsibilities*

*5.1.6 Identify laws that pertain to pursuit driving*

*5.2 Demonstrate non-emergency driving skills*

*5.2.1 Demonstrate safe driving habits under low-stress conditions*

*5.2.2 Define and practice defensive driving*

*5.2.3 Demonstrate knowledge of traffic laws through proper vehicle operation and handling*

*5.2.4 Demonstrate use of vehicle/emergency equipment*

*5.2.5 Identify liability issues and responsibilities*

## **6- Patrol**

**6.1 Demonstrate Patrol Procedures:**

**6.1.1 Identify scope and nature of the call for service**

**6.1.2 Respond to dispatched non-emergency calls for service**

**6.1.3 Respond to dispatched emergency calls for service**

**6.1.4 Identify and respond to self initiated calls for service**

**6.1.5 Demonstrate officer safety skills**

**6.1.6 Secure and stabilize the scene**

**6.1.7 Apply legal force levels**

**6.1.8 Utilize concepts of contact and cover**

**6.1.9 Perform high-risk stop**

**6.1.10 Perform felony stop**

**6.1.11 Perform vehicle stop**

**6.1.12 Initiate interaction with complainant/witness/victim/suspect**

**6.1.13 Conduct field interviews of complainant/witness/victim/suspect**

**6.1.14 Apply case law to arrest, detention, search, and seizure**

**6.1.15 Make arrests**

**6.1.16 Perform building searches**

**6.1.17 Gather evidence following procedure and handling instructions**

**6.1.18 Use radio**

**6.1.19 Search and/or inventory vehicles**

**6.1.20 Provide victim resource information**

**6.1.21 Complete required reports**

**6.1.22 Identify and utilize other responding agencies (Fire/EMS/DEA/etc)**

**6.2 Prisoner Booking**

**6.2.1 Transport prisoners**

- 6.2.2 *Search prisoners*
- 6.2.3 *Search vehicles before and after transport*
- 6.2.4 *Drive safely to location (jail, hospital, detox, etc)*
- 6.3 *Demonstrate knowledge of Incident Command System (ICS)*
- 6.3.1 *Define command structure of ICS*
- 6.3.2 *Initiate ICS response*
- 6.4 *Civil Emergencies*
- 6.4.1 *Respond to hazardous materials incident*
- 6.4.2 *Identify hazardous materials according to OSHA Level 1 awareness*
- 6.4.3 *Initiate hazardous materials response*
- 6.5.1 *Suspicious Devices recognition*
- 6.5.2 *Identify common devices*
- 6.5.3 *Identify situations requiring response*
- 6.5.4 *Identify notification procedure*

## **7 - Investigations**

- 7.1 *Investigate crimes*
- 7.1.1 *Preserve scene*
- 7.1.2 *Demonstrate interviewing techniques*
- 7.1.3 *Demonstrate interrogation techniques*
- 7.1.4 *Collect physical evidence*
- 7.1.5 *Document investigative activities*
- 7.1.6 *Sketch and photograph crime scene*
- 7.1.7 *Identify investigative sources*
- 7.1.8 *Prepare and conduct field show-ups*
- 7.1.9 *Prepare and conduct photo montages*
- 7.1.10 *Prepare and execute search warrants*
- 7.1.11 *Demonstrate surveillance techniques*
  
- 7.2 *Investigate traffic collisions*
- 7.2.1 *Make scene safe*
- 7.2.2 *Preserve collision scenes*
- 7.2.3 *Interview victims, drivers, and witnesses*
- 7.2.4 *Locate and analyze physical evidence*
- 7.2.5 *Sketch and photograph collision scene*
- 7.2.6 *Document investigative activities*
- 7.2.7 *Measure skid marks*
- 7.2.8 *Complete traffic collision reports*

## **8 - Traffic Enforcement**

- 8.1 *Enforce vehicle offenses and traffic law*
- 8.1.1 *Recognize violation*
- 8.1.2 *Initiate violator/officer contact*
- 8.1.3 *Identify, interpret, and apply DUI laws*

- 8.1.4 *Acquire Standardized Field Sobriety Test (SFST) certification*
- 8.1.5 *Acquire BAC (Blood Alcohol Content) certification*
- 8.1.6 *Complete uniform traffic citation/infraction*

## 8.2 *Control traffic*

- 8.2.1 *Position patrol vehicles*
- 8.2.2 *Demonstrate officer safety*
- 8.2.3 *Use traffic cone and flare patterns*
- 8.2.4 *Use hand signals*
- 8.2.5 *Use whistle and flashlight*

## **9 - First Aid and Emergency Care**

- 9.1 *Demonstrate basic first aid and CPR techniques*
  - 9.1.1 *Obtain first aid and CPR certification*
  - 9.1.2 *Identify and practice disease prevention techniques*

## **10 - Life Stressors / Self-Awareness/ Self-Regulation**

- 10.1 Describe strategies to deal with stress, build self-awareness, and maintain self-governance
  - 10.1.1 Recognize stressful circumstances and events and apply strategies to deal with them
  - 10.1.2 Identify personal strengths and weaknesses and describe how those strengths and weaknesses affect his or her job performance