INTENDED OUTCOMES
After successfully completing this program, students will be able to:

01.0 Adhere to academy rules, regulations and expectations.
02.0 Interact with appropriate criminal justice components in a timely manner to successfully perform the responsibilities of a law enforcement officer.
03.0 Communicate through the immediate supervisor to the head of the agency or other agency supervisors through appropriate chain of command.
04.0 Enforce the law without violating the Constitutional rights of citizens involved with regards to the 1st, 2nd, 4th, 5th, 6th, 8th and 14th Amendments to the Constitution.
05.0 Locate the specific laws in the Florida Statutes, municipal and/or county ordinances, or an agency’s policies and procedures manual that apply to law enforcement situations.
06.0 Take appropriate action in a situation; which may be criminal, civil, or no offense; based on the elements of the crime presented and the classification of any applicable law.
07.0 From a criminal situation involving more than one suspect, determine each suspect’s level or type of involvement in the crime.
08.0 Be familiar with the elements of common crimes.
09.0 Demonstrate ethical and unethical behavior.
10.0 Demonstrate behavior that conveys courtesy.
11.0 Demonstrate behavior that improves attitudes toward law enforcement.
12.0 Use appropriate interpersonal communication skills to address concerns and obtain necessary information.
13.0 Identify the professional response in working within a diverse community.
14.0 Identify a possible disability and feel comfortable communicating with a mentally retarded person.
15.0 Know how to structure questions and interviews to best serve a mentally retarded individual and learn when it is appropriate to help these individuals obtain services provided in the community.
16.0 Identify some of the common mental illnesses and their symptoms, the best ways to assess the type of illness, and how to relate to, and communicate with, the individual.
17.0 Be aware of ways to help in the treatment and care of a mentally ill person.
18.0 Identify the signs of alcohol and substance abuse.
19.0 Determine proper management and support help for alcohol and substance abusers.
20.0 Respond to a law enforcement situation involving people with disabilities using communication effective for the situation.
21.0 Transfer a person with mobility impairment from one chair to another according to transfer instructions.
22.0 Determine the type of accommodations necessary to effectively interview a person with a disability either at the station or in the field.
23.0 Determine what law enforcement actions to take when a person in the community is displaying abnormal behavior that could involve epilepsy.
24.0 Recognize certain behaviors, signs, symbols or other clues associated with criminal street gangs or extremist groups.
25.0 Follow procedures for documenting and reporting suspected illegal activities involving alleged criminal street gangs or extremist groups.
26.0 Identify the characteristics of the elderly population.
27.0 Identify appropriate interventions for the elderly population.
28.0 Take correct notes and include all appropriate information in an organized, legible manner.
29.0 Write a complete and accurate report of an incident in chronological order.
30.0 Conduct an effective interview of an adult and of a juvenile.
31.0 Properly obtain statements from victims, witnesses and/or suspects.
32.0 Interpret a criminal history record.
33.0 Construct and deliver a message to a law enforcement dispatcher using a portable radio.
34.0 Know ways to increase the chances for survival and be aware of fatal errors made by other law enforcement officers.
35.0 Recognize the stress that comes with working in a position that can be life threatening and ways to deal with this stress.
36.0 Identify a crisis situation.
37.0 Demonstrate appropriate behavior when relating to persons involved in a crisis.
38.0 Determine appropriate agencies that can provide additional care for persons in crisis.
39.0 Apply the SARA problem-solving model to a community-oriented policing situation of concern in a community.
40.0 Create a community assessment or use an existing one to familiarize the student with a new patrol area.
41.0 Apply the SECURE problem-solving model to a patrol situation.
42.0 Identify the regulatory requirements that apply to responders of hazardous materials incidents and their expected roles.
43.0 Identify the hazards posted by hazardous materials incidents.
44.0 Identify the actions to take to protect responders and civilians during hazardous materials emergencies.
45.0 Identify those actions to take to terminate involvement in a hazardous materials incident.
46.0 Perform a vehicle inspection.
47.0 Drive the patrol vehicle using techniques that will help maintain control of the vehicle while driving under everyday and emergency conditions.
48.0 Apply basic first aid knowledge and techniques to emergencies.
49.0 Identify at least five (5) component parts of a firearm and their function.
50.0 Assume a stance appropriate for firing a handgun (revolver or semiautomatic pistol) and a long gun (shotgun or rifle).
51.0 Incorporate the eight (8) fundamentals of marksmanship to fire a handgun and a long gun, evidenced by demonstration.
52.0 Demonstrate proficiency in firing a handgun during daylight and night.
53.0 Demonstrate cleaning a handgun and a long gun.
54.0 Demonstrate discretionary shooting with a handgun.
55.0 Assess a physical threat and select the appropriate response to various behaviors exhibited by subjects based on the Recommended Response to Resistance Matrix.
56.0 Maintain control of a situation and ensure officer safety by demonstrating officer presence, communicating, and using appropriate defensive tactics techniques.
57.0 Conduct an effective neighborhood patrol.
58.0 Conduct a legal stop, interview, and release or arrest of a suspect.
59.0 Approach and search a building safely.
Investigate a crime or a death by responding to the initial call and evaluating the crime scene.

Investigate a crime or a death by protecting the crime scene and providing for the safety of officers and the public.

Investigate a crime or a death by interviewing victim(s), complainant, and witness(es).

Investigate a crime or a death by collecting evidence and gathering intelligence information.

Investigate a crime or a death by preparing related reports and building a case file.

Investigate a crime or a death by establishing a suspect's identity through the use of informants and/or photographic or live lineups.

Investigate a crime or a death by requesting and executing a search warrant and an arrest warrant.

Investigate a crime or a death by following specific procedures when a death has occurred due to a crime or natural causes.

Determine the appropriate response to a domestic violence scene based on factors presented in the situation prior to and upon arrival at the scene.

Prepare questions appropriate for interviewing a child and a suspect in a child abuse investigation.

Determine the appropriate charge based on information presented in a child abuse investigation.

Determine, as a responding officer to a possible abuse situation, if an elderly or disabled adult is the victim of neglect, exploitation, and/or abuse.

Use appropriate interviewing techniques to communicate with an elderly or disabled adult.

Determine the appropriate law enforcement action to take in an adult abuse investigation based on information presented in the situation.

Record the actions to take in response to a missing, exploited or endangered person’s situation.

Make an unknown risk traffic stop.

Perform a search and an inventory of a vehicle.

Make a high risk traffic stop.

Accurately administer the standardized field sobriety exercises.

Locate damaged traffic way, determine corrective measures, and apply proper safety procedures to protect the public.

Coordinate activities at the crash, crime, or incident scene and cover all areas of investigation in a timely manner.

Testify at hearings and trials.

Identify the law enforcement actions to take in responding to a rescue situation.

Identify at least two types of assistance other than Fire/Rescue that could be called upon to assist in a rescue operation.

Recognize a situation that involves bombs, explosives, or weapons of mass destruction (WMD).

Safely approach the scene, effectively coordinate a response to the situation, and participate in an incident command situation that involves bombs, explosives, and WMD.

Maintain crowd control at public events.

Follow Mobile Field Force type commands.

Enhance training in special topics.
01.0 ADHERE TO ACADEMY RULES, REGULATIONS AND EXPECTATIONS--The student will be able to:
01.01 Identify the requirements for successful program completion and graduation.
01.02 Identify the structure of the basic recruit curriculum (Modules, Units, Lessons, and Scenario Segments).
01.03 Describe the use of instructional materials, including the Student Workbook, and additional resources, readings and references.
01.04 Identify Spanish Moss as the setting for instructional examples in basic recruit courses.
01.05 Identify expectations of recruits.
01.06 Identify the application of learning/active learner involvement in own learning as an expectation in the academy.
01.07 Identify the components and recruits’ use of SECURE as the problem-solving model used in the academy.
01.08 Identify participation in small group and individual assignments as an expectation for the academy.
01.09 Identify the relationship between exams and performance objectives as it affects recruit performance in the academy.
01.10 Given statements regarding academy requirements, identify the one that is most accurate.
01.11 Given statements regarding the expectations of recruits, identify the one that is most accurate.
01.12 Identify the statute that describes the role/purpose of the CJSTC.
01.13 Identify the role of the Florida Department of Law Enforcement, Division of Professionalism Services, in assisting the CJSTC.
01.14 Identify the requirements for law enforcement certification, according to Florida Statutes.
01.15 Identify the order of the officer discipline process and the penalties that may be imposed.

02.0 INTERACT WITH APPROPRIATE CRIMINAL JUSTICE COMPONENTS IN A TIMELY MANNER TO SUCCESSFULLY PERFORM THE RESPONSIBILITIES OF A LAW ENFORCEMENT OFFICER--The student will be able to:
02.01 Explain the responsibility of the major components of the criminal justice system: law enforcement, the court system and corrections.
02.02 Discuss the functions of a federal, state, county and municipal law enforcement agency.
02.03 Identify the function of the levels of the U. S. Court system: the U. S. Supreme Court, the Circuit Court of Appeals, the District Court, and Magistrate Court.
02.04 Describe the levels of the state court system.
02.05 Explain the role of the judge, the prosecution, the clerk of the court, and the court administrator.
02.06 Describe the components of the corrections system.
02.07 Discuss the purpose of prisons, county and local or municipal level jails, and municipal holding facilities.
02.08 Identify the purpose of treatment and evaluation centers.
02.09 Identify the purpose of probation, parole, and community control.
02.10 Given statements regarding criminal justice system components, identify the one that is most accurate.
02.11 Given a situation regarding criminal justice system components, identify the most likely outcome.
COMMUNICATE THROUGH THE IMMEDIATE SUPERVISOR TO THE HEAD OF THE AGENCY OR OTHER AGENCY SUPERVISORS THROUGH APPROPRIATE CHAIN OF COMMAND--The student will be able to:

03.01 Define the term "organization", "chain of command", and "delegation of authority".

03.02 Define goals, objectives, purpose, structure and function of an organization.

03.03 Identify why a chain of command should be followed.

03.04 On an organizational chart, identify the structural levels of an organization, the chain-of-command for a specific level, the communication of the organization, and the positions considered to be command level.

03.05 Given statements regarding chain of command, identify the one that is most accurate.

03.06 Demonstrate following the chain of command of an organization.

ENFORCE THE LAW WITHOUT VIOLATING THE CONSTITUTIONAL RIGHTS OF CITIZENS INVOLVED WITH REGARDS TO THE 1ST, 2ND, 4TH, 5TH, 6TH, 8TH AND 14TH AMENDMENTS TO THE CONSTITUTION--The student will be able to:

04.01 Identify types of law in America, to include; Constitutional law, case law, statutory law, ordinance and civil law.

04.03 Identify the historical roots of the American legal system.

04.04 Identify the purpose and basic concepts of the Articles of the U.S. Constitution, the Amendments to the Constitution and the Bill of Rights.

04.05 Identify the key aspects of the First, Second, Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments to the U.S. Constitution that are important to law enforcement.

04.06 Identify the supremacy of the U.S. Constitution over other types of law.

04.07 Identify how the rights provided by the Florida Constitution compare to the rights provided by the U.S. Constitution.

04.08 Identify how case law directs a law enforcement officer's actions.

04.09 Identify how Miranda v. Arizona affects law enforcement actions.

04.10 Define mere suspicion, reasonable suspicion, probable cause and proof beyond a reasonable doubt.

04.11 Identify what actions an officer may take based on mere suspicion.

04.12 Identify how mere suspicion, reasonable suspicion and probable cause differ.

04.13 Identify when to use probable cause where police conduct is concerned.

04.14 Identify what constitutes probable cause involving a crime with evidence, suspects or weapons.

04.15 Identify the areas where probable cause is scrutinized, who has burden of proof for probable cause, and sources of probable cause.

04.16 Identify the totality of circumstances test.

04.17 Determine whether a situation involving a crime with confiscation of evidence, property, search of person or place or detainment of a person meets the criteria of probable cause.

04.18 Define the exclusionary rule.

04.19 Determine the proper steps to uphold Constitutional law in a law enforcement situation.

04.20 Define stop and frisk and identify which amendment addresses stop and frisk.

04.21 Identify when a stop of a person can be made and the limitations the law places on conducting a stop.

04.22 Determine the authority to stop a person, conduct a search, or make a seizure.

04.23 Identify when a stop based on reasonable suspicion can be made.
04.24 Identify the reasons the law allows an officer to conduct a frisk or pat down and the limitations on conducting a frisk.
04.25 Identify which amendment addresses fresh pursuits.
04.26 Define a fresh pursuit and identify the elements, requirements and limitations of a fresh pursuit.
04.27 Define search, seizure, search warrant and Good Faith Doctrine.
04.28 Identify the conditions that must exist to conduct searches and seizures and the constitutional guarantees in reference to search and seizure.
04.29 Identify limitations on law enforcement conducting a search based on the type of search.
04.30 Identify types of searches that do not invade privacy.
04.31 List the requirements for a legal search warrant and search as implied by the Fourth Amendment.
04.32 Given a situation involving a lawful search, identify items that may legally be searched for and seized.
04.33 Given a need to conduct a search, identify when a search should be conducted by means of a warrant.
04.34 Identify the conditions that must be present for a strip search to occur and the restrictions concerning a strip search.
04.35 Identify three types of possession.
04.36 Identify the motor vehicle exception to the search warrant requirement.
04.37 Identify searches unique to schools.
04.38 Given statements regarding the application of constitutional law, identify the one that is most accurate.
04.39 Given a law enforcement situation involving various types of law, identify and apply the law(s) that guide the actions of an officer.
04.40 Given a situation regarding the application of constitutional law, identify the most likely outcome.

05.0 LOCATE THE SPECIFIC LAWS IN THE FLORIDA STATUTES, MUNICIPAL AND/OR COUNTY ORDINANCES, OR AN AGENCY’S POLICIES AND PROCEDURES MANUAL THAT APPLY TO LAW ENFORCEMENT SITUATIONS--The student will be able to:
05.01 Locate applicable laws or standards for a given situation based on Florida Statutes, a municipal/county code or ordinance book, and agency policy.
05.02 Locate a specific law, ordinance, or policy in Florida Statutes, a municipal/county code or ordinance book, or an agency policy manual.
05.03 Given statements regarding the use of legal resources, identify the one that is most accurate.
05.04 Given a situation regarding the use of legal resources, identify the most likely outcome.

06.0 TAKE APPROPRIATE ACTION IN A SITUATION; WHICH MAY BE CRIMINAL, CIVIL, OR NO OFFENSE; BASED ON THE ELEMENTS OF THE CRIME PRESENTED AND THE CLASSIFICATION OF ANY APPLICABLE LAW--The student will be able to:
06.01 Define offense, criminal offense, felony, misdemeanor of the first degree and second degree, noncriminal violation, and municipal/county ordinance violation.
06.02 Identify the classification of felonies and the penalty for capital felony, life felony, first degree felony, second degree felony, and third degree felony.
06.03 Identify the elements of a crime.
06.04 Define the following:
   a) justifiable use of force
   b) self-defense
c) defense of others
d) defense of property
e) legal defense of entrapment
f) legal defense of insanity
g) legal principle of mental incompetence
h) legal principle of statute of limitations
i) legal defense of consent
j) immunity
k) intent

06.05 Define mistake or ignorance of fact, intoxication, and duress or coercion as legal defenses of criminal responsibility.
06.06 Identify jurisdictional limitations on officer authority.
06.07 Identify required criminal intent, the categories of intent and any applicable limitations to criminal responsibility.
06.08 Interpret whether a situation or act meets the criteria for a criminal offense, ordinance violation, or non-criminal violation.
06.09 Given statements regarding classification of law; identify the one that is most accurate.
06.10 Given a situation regarding classification of law, identify the most likely outcome.

07.0 FROM A CRIMINAL SITUATION INVOLVING MORE THAN ONE SUSPECT, DETERMINE EACH SUSPECT’S LEVEL OR TYPE OF INVOLVEMENT IN THE CRIME --The student will be able to:
07.01 Identify all persons related to an incident involving a crime, to include witness, victim and suspect or perpetrator.
07.02 Identify the criteria for criminal responsibility for an act.
07.03 Define principal in the first degree and identify the defining statute and punishment.
07.04 Define accessory after the fact and identify the defining statute and punishment.
07.05 Define attempt and identify the defining statute and the punishment.
07.06 Define solicitation and identify the defining statutes and punishment.
07.07 Define conspiracy and identify the defining statutes and punishment.
07.08 Compare the criteria for type of participation from the Florida Statutes to the facts and suspect's actions.
07.09 Given statements regarding determination of a suspect’s type of involvement, identify the one that is most accurate.
07.10 Given a situation regarding determination of a suspect’s type of involvement, identify the most likely outcome.

08.0 BE FAMILIAR WITH THE ELEMENTS OF COMMON CRIMES--The student will be able to:
08.01 Identify and define legal terms, examples of intentional torts and the elements of negligence.
08.02 Identify officer actions that could result in civil and criminal liability.
08.03 Identify the types of civil damages that can be awarded in a civil trial.
08.04 Identify the impact of a criminal conviction on an officer's employment.
08.05 Identify how an officer and his/her family are affected if the officer is found civilly or criminally liable.
08.06 Identify when an officer may be subject to administrative discipline.
08.07 Define agency discipline and state certification discipline.
08.08 Identify direct and vicarious agency liability.
08.11 Identify:
   a) unlawful arrest
   b) unlawful search and seizure
   c) excessive use of force
   d) improper use of weapons
   e) negligent vehicle operation
   f) improper first aid
   g) acts of omission
   h) statutory immunity considerations
   i) the effect of the Sovereign Immunity Law, Section 768.28, Florida Statutes, in state civil actions
   j) effects of Chapter 111 Sections .065, .07, and .071, Florida Statutes, Public Officers, in civil and criminal actions.

08.12 Identify legal representation and payment of judgements by employers.

08.13 Define acting within the scope of employment and identify how officers can minimize risk of liability.

08.14 Define:
   a) perform duties in good faith
   b) act in a reasonable manner
   c) act within the law
   d) following departmental policy and procedure
   e) attend and act in accordance with training.

08.15 Identify the types of legal defenses available if an officer is faced with potential civil or criminal liability.

08.16 Define how an injured party contributed to his/her own injuries.

08.17 Define emergency doctrine.

08.18 Identify the provisions contained in the Florida Statutes directing law enforcement officers' use of force.

08.19 Identify the CJSTC Recommended Response to Resistance/Levels of Resistance Matrix.

08.20 Given statements regarding legal terms, identify the one that is most accurate.

08.21 Given statements regarding liability issues, identify the one that is most accurate.

08.22 Given a situation regarding liability issues, identify the most likely outcome.

08.23 Given statements regarding legal use of force, identify the one that is most accurate.

08.24 Given a situation regarding legal use of force, identify the most likely outcome.

09.0 DEMONSTRATE ETHICAL AND UNETHICAL BEHAVIOR--The student will be able to:

09.01 Discuss values, ethics, principles, bribery, gratuity and professionalism.

09.02 Identify why ethics is important to officers and what is considered ethical regarding officer behavior.

09.03 Explain perjury, misuse of position of authority, conflict of interest and privileged communications based on Florida Statutes.

09.04 Identify two types of privileged communication and their statutory basis.

09.05 Identify legal issues involved in disseminating confidential information for non-law enforcement purpose.

09.06 Identify questions that should be considered when deciding whether a gratuity is being offered.

09.07 Describe the relationship between ethics, personal values and professionalism.
09.08 Apply ethical guidelines for assessing behavior based on the Law Enforcement Code of Ethics, Standards for Conduct and the Canons of Police Ethics.

09.09 Illustrate how public perception defines unethical behavior and questions an officer should ask to determine if public perception might see behavior as unethical.

09.10 Apply the Principled Reasoning model and other assessment processes in decision making.

09.11 Given statements regarding ethical decision making, identify the one that is most accurate.

09.12 Given a situation regarding ethical decision making, identify the most likely outcome.

10.0 DEMONSTRATE BEHAVIOR THAT CONVEYS COURTESY--The student will be able to:
10.01 Discuss courtesy, courtesy’s place in criminal justice work, and the benefits of being courteous.
10.02 Identify the importance of public support for law enforcement and how officer courtesy can contribute to that support.
10.03 Identify verbal and non-verbal methods used to demonstrate courtesy and respect to the public while maintaining officer safety.
10.04 Given statements regarding courtesy, identify the one that is most accurate.
10.05 Given a situation regarding courtesy, identify the most likely outcome.
10.06 Apply courtesy techniques to non-adversarial role-play situations.

11.0 DEMONSTRATE BEHAVIOR THAT IMPROVES ATTITUDES TOWARD LAW ENFORCEMENT--The student will be able to:
11.01 Select the appropriate use of nonverbal communication.
11.02 Identify various listening techniques when interviewing witnesses or subjects.
11.03 Select methods for gathering accurate information.
11.04 Demonstrate good listening techniques.
11.05 Identify behavior appropriate to help improve attitudes toward law enforcement.

12.0 USE APPROPRIATE INTERPERSONAL COMMUNICATION SKILLS TO ADDRESS CONCERNS AND OBTAIN NECESSARY INFORMATION--The student will be able to:
12.01 Define communication terms.
12.02 Identify the purposes of communication and the factors/elements that are essential to effective interpersonal communication.
12.03 Identify that nonverbal communication can reflect a person’s prejudice and attitude.
12.04 Identify the alternative forms of interpersonal communication that officers may participate in daily to address concerns of individuals and obtain necessary information from a suspect, witness or victim.
12.05 Observe and identify verbal and nonverbal behavior of person using listening skills and visual observation.
12.06 Identify how differences in age, sex, culture, ethnic background or physical or mental ability can affect behavior.
12.07 Identify how basic environmental factors can assist nonverbal communication.
12.08 Identify problems with interpreting nonverbal communication.
12.09 Identify impact of visual perception on communication.
12.10 Identify common interpretations of nonverbal communication including voice inflections and body language.
12.11 Given statements regarding assessment of human behavior, identify the one that is most accurate.
12.12 Given a situation regarding assessment of human behavior, identify the most likely outcome.
12.13 Given statements regarding communication, identify the one that is most accurate.
12.14 Given a situation regarding communication, identify the most likely outcome.

13.0 IDENTIFY THE PROFESSIONAL RESPONSE IN WORKING WITHIN A DIVERSE COMMUNITY--The student will be able to:
13.01 Identify that the community expects the officer to uphold the legal rights of citizens and visitors without bias and to know and respect the culture and traditions of the community served.
13.02 Describe self control using self-talk as a strategy.
13.03 Identify that verbal and nonverbal communication may have different meanings that are insensitive to a person or group.
13.04 Identify that emotional trigger points that may influence behavior.
13.05 Identify the role that appearance has in nonverbal communication.
13.06 Identify that personal perceptions (bias and stereotypes) of other’s cultures and traditions may change with experience and understanding.
13.07 Define quid pro quo, hostile work environment, and sexual harassment.
13.08 Identify sexual harassment is a form of sex discrimination (Title VII of the Civil Rights Act of 1964).
13.09 Identify individual and agency possible legal consequences and liability of sexual harassment.
13.10 Identify how a diverse workplace made up of different cultures and traditions strengthens the expertise of the agency and improves community relations.
13.11 Identify the factors involved and the importance of teamwork.
13.12 Identify personal morals, values, and beliefs related to overcoming bias.
13.13 Identify officer responsibility to assess situation and act without bias.
13.14 Identify information provided in the law concerning age discrimination.
13.15 Identify estimations of future impact of Florida demographic information on the role of the criminal justice system and officer safety.
13.16 Know that agencies have policy and procedure to maximize officer success.
13.17 Identify that cultural groups may be targets of hate crimes.
13.18 Locate 775.085, F.S. Evidencing prejudice while committing offense; reclassification.
13.19 Identify that the common term “hate crime” is also evidencing prejudice while committing offense.
13.20 Identify how an officer’s behavior may maximize the desired outcome in a situation.

14.0 IDENTIFY A POSSIBLE DISABILITY AND FEEL COMFORTABLE COMMUNICATING WITH A MENTALLY RETARDED PERSON--The student will be able to:
14.01 Define retardation based on statute.
14.02 Identify the levels and possible causes of retardation.
14.03 Identify facts to consider when dealing with persons who are mentally retarded.
14.04 Given statements regarding mental retardation, identify the one that is most accurate.
14.05 Given a situation regarding mental retardation, identify the most likely outcome.

15.0 KNOW HOW TO STRUCTURE QUESTIONS AND INTERVIEWS TO BEST SERVE A MENTALLY RETARDED INDIVIDUAL AND LEARN WHEN IT IS APPROPRIATE TO HELP THESE INDIVIDUALS OBTAIN SERVICES PROVIDED IN THE COMMUNITY--The student will be able to:

15.01 Identify a person’s ability to understand a request or statement due to limitations due to age, physical or mental impairment.
15.02 Identify the appropriate interview adjustments to make based on a persons limitations of understanding based on an impairment.
15.03 Identify basic information about protecting the rights of the mentally retarded individual.
15.04 Given statements regarding communicating with a mentally retarded person, identify the one that is most accurate.
15.05 Given a situation regarding communicating with a mentally retarded person, identify the most likely outcome.

16.0 IDENTIFY SOME OF THE COMMON MENTAL ILLNESSES AND THEIR SYMPTOMS, THE BEST WAYS TO ASSESS THE TYPE OF ILLNESS, AND HOW TO RELATE TO, AND COMMUNICATE WITH, THE INDIVIDUAL--The student will be able to:

16.01 Identify the most common categories and symptoms of mental illnesses.
16.02 Identify what is not considered a mental illness.
16.03 Identify the possible reasons/medical conditions a person may be experiencing the symptoms associated with mental illness.
16.04 Identify the reasons why an individual suffering from a mental illness might stop taking their medication which helps them manage the symptoms of the mental illness.
16.05 Given a situation involving a person with mental retardation, identify resources available to assist the officer.
16.06 Given statements regarding types and symptoms of mental illness, identify the one that is most accurate.
16.07 Given a situation regarding types and symptoms of mental illness, identify the most likely outcome.
16.08 Given statements regarding mental retardation services and interventions, identify the one that is most accurate.
16.09 Given a situation regarding mental retardation services and interventions, identify the most likely outcome.

17.0 BE AWARE OF WAYS TO HELP IN THE TREATMENT AND CARE OF A MENTALLY ILL PERSON--The student will be able to:

17.01 Identify the basic duties of an officer when dealing with a person in a mental health crisis.
17.02 Identify the Triage Process as it relates to dealing with persons with mental illness to determine appropriate interventions.
17.03 Identify the importance of reviewing questions to ask family, witnesses and a mentally ill person in crisis.
17.04 Identify the Counsel, Release or Refer option for law enforcement officers.
17.05 Given a situation involving transport of a mentally impaired person, prisoner, or suspect, identify ways to determine if person, prisoner, or suspect has established supports in the community (e.g., family, friends, a case manager a case worker, counselor, psychologist, or psychiatrist).
17.06 Identify suicide indicators/actions and importance of notifying receiving facility of such.
17.07 Identify Baker Act criteria according to Ch. 394, F.S.
17.08 Identify the nearest receiving (Baker Act) or treatment (Marchman Act) facility designated by the Department of Children and Families.
17.09 Identify the criteria for protective custody under the Marchman Act according to Ch. 397.675 part 5, F.S.
17.10 Initiate Baker Act or Marchman Act process, if criteria exist.
17.11 Identify the necessary documentation needed after invoking the Baker or Marchman Acts.
17.12 Given statements regarding assessment of situations involving mental illness, identify the one that is most accurate.
17.13 Given a situation regarding assessment of situations involving mental illness, identify the most likely outcome.
17.14 Given statements regarding treatment and care of mental illness, identify the one that is most accurate.
17.15 Given a situation regarding treatment and care of mental illness, identify the most likely outcome.

18.0 IDENTIFY THE SIGNS OF ALCOHOL AND SUBSTANCE ABUSE--The student will be able to:
18.01 Define terms that relate to substance use, substance abuse, and substance dependence.
18.02 Identify characteristics of substance abuse and substance dependence.
18.03 Identify evidence of drugs or alcohol usage.
18.04 Identify ways drugs are taken (including alcohol) and how fast an effect will typically occur.
18.05 Identify possible physical signs/symptoms and behavioral characteristics of individuals under the influence of or withdrawing from drugs (including alcohol).
18.06 Identify factors which influence drug effects.
18.07 Identify symptoms of illness that resemble intoxication.
18.08 Given statements regarding drug/substance use, abuse and dependency, identify the one that is most accurate.

19.0 DETERMINE PROPER MANAGEMENT AND SUPPORT HELP FOR ALCOHOL AND SUBSTANCE ABUSERS--The student will be able to:
19.01 Identify the steps to take when encountering a subject under the influence of drugs (including alcohol).
19.02 Identify how to determine a person’s ability to understand a request or statement when the person is on alcohol or drugs.
19.03 Identify the role of treatment as a factor in reducing future use, with a particular focus on the role of drug courts.
19.04 Given statements regarding assessment and resource of alcohol and drug use, identify the one that is most accurate.

20.0 RESPOND TO A LAW ENFORCEMENT SITUATION INVOLVING PEOPLE WITH DISABILITIES USING COMMUNICATION EFFECTIVE FOR THE SITUATION--The student will be able to:
20.01 Define disability according to the Americans with Disabilities Act (ADA).
20.02 Identify different types of physical disabilities.
20.03 Identify general guidelines for working with people with disabilities.
20.04 Define hearing impairment, hard of hearing and deaf.
20.05 Identify the indications of a hearing impairment.
20.06 Identify the rights of a person who is deaf or hard of hearing.
20.07 Identify the hearing impaired restriction designation on the Florida driver license.
20.08 Identify available services, products, and resources to determine appropriate interventions for persons who are deaf or hard of hearing.
20.09 Identify limitations of Miranda rights when dealing with a person who is deaf.
20.10 Identify effective communication methods based on the requirements under the Americans with Disabilities Act.
20.11 Identify how to obtain, and work with, an interpreter.
20.12 Identify the limitations of lip reading when communicating with a person who is deaf or hard of hearing.
20.13 Identify how service dogs are used for the hearing impaired.
20.14 Given statements regarding different types of physical disabilities, identify the one that is most accurate.
20.15 Given statements regarding communications disabilities, identify the one that is most accurate.
20.16 Given a situation, determine if a sign language interpreter is required.

21.0 TRANSFER A PERSON WITH A MOBILITY IMPAIRMENT FROM ONE CHAIR TO ANOTHER ACCORDING TO TRANSFER INSTRUCTIONS--The student will be able to:
21.01 Identify points to remember when dealing with a mobility impaired individual.
21.02 Identify how service dogs are used for the mobility impaired.
21.03 Define mobility impairments according to the Americans with Disabilities Act (ADA).
21.04 Identify architectural barriers faced by those with mobility impairments.
21.05 Given statements regarding mobility disabilities, identify the one that is most accurate.
21.06 Given a situation regarding mobility disabilities, identify the most likely outcome.

22.0 DETERMINE THE TYPE OF ACCOMMODATIONS NECESSARY TO EFFECTIVELY INTERVIEW A PERSON WITH A DISABILITY EITHER AT THE STATION OR IN THE FIELD--The student will be able to:
22.01 Define blindness and partially sighted.
22.02 Identify indications that a person is visually impaired or blind.
22.03 Identify mobility aids for people who are visually impaired.
22.04 Identify procedures an officer should follow when dealing with a blind victim, witness or suspect of a crime.
22.05 Identify how a person who is blind could aid in a criminal investigation.
22.06 Identify available referral services/resources for people with visual impairments.
22.07 Given statements regarding visual impairments or blindness, identify the one that is most accurate.
22.08 Given a situation regarding a visually impaired or blind person, identify the most likely outcome.

23.0 DETERMINE WHAT LAW ENFORCEMENT ACTIONS TO TAKE WHEN A PERSON IN THE COMMUNITY IS DISPLAYING ABNORMAL BEHAVIOR THAT COULD INVOLVE EPILEPSY--The student will be able to:
23.01 Identify the forms, signs and symptoms of epilepsy.
23.02 Identify the impact of an epileptic seizure on a person's ability to understand a request or statement.
23.03 Identify how to assess a call involving a person with epilepsy to determine the correct response.
23.04 Given statements regarding epilepsy, identify the one that is most accurate.
23.05 Given a situation regarding a person who may have epilepsy, identify the most likely outcome.

24.0 RECOGNIZE CERTAIN BEHAVIORS, SIGNS, SYMBOLS OR OTHER CLUES ASSOCIATED WITH CRIMINAL STREET GANGS OR EXTREMIST GROUPS--The student will be able to:
24.01 Define criminal street gang and gang alliance.
24.02 Identify how state law addresses the problem of criminal street gangs, their members and associates.
24.03 Identify gang alliances, characteristics, and membership structure of various gangs active in Florida.
24.04 Identify common gang-related symbols, graffiti, colors, signs and tattoos.
24.05 Identify resources available to assist the officer when dealing with street gangs.
24.06 Follow proper guidelines for suspects with special rights, such as juveniles, in a situation.
24.07 Identify attributes of an officer who is effective in dealing with juveniles.
24.08 Identify the area of law enforcement discretion with regard to juvenile offenders.
24.09 Given statements regarding criminal street gangs, identify the one that is most accurate.
24.10 Given a situation regarding criminal street gangs, identify the most likely outcome.

25.0 FOLLOW PROCEDURES FOR DOCUMENTING AND REPORTING SUSPECTED ILLEGAL ACTIVITIES INVOLVING ALLEGED CRIMINAL STREET GANGS OR EXTREMIST GROUPS--The student will be able to:
25.01 Identify types of extremist groups and their motivation and objectives.
25.02 Identify types of extremists known to be currently active in Florida.
25.03 Identify the Florida Statutes that address hate crimes, terrorism and terrorist activities.
25.04 Identify the law enforcement response to extremist groups in non-investigative situations.
25.05 Given statements regarding extremist groups, identify the one that is most accurate.
25.06 Given a situation regarding extremist groups, identify the most likely outcome.

26.0 IDENTIFY THE CHARACTERISTICS OF THE ELDERLY POPULATION--The student will be able to:
26.01 Identify the characteristics, and issues relating to, the elderly population.
26.02 Identify the common types of crimes committed against the elderly.
26.03 Identify the three types of elder abuse.
26.04 Identify the provisions of Chapters 415 and 825, F. S.
26.05 Describe guidelines for officers when responding to calls concerning elderly persons.
26.06 Identify how to determine a person's ability to understand a request or statement when the person is elderly.
26.07 Identify the appropriate interview adjustments to make involving persons with limitations on understanding based on age.
26.08 Given statements regarding the aging process, identify the one that is most accurate.
26.09 Given statements regarding crimes against the elderly, identify the one that is most accurate.
26.10 Given a situation regarding crimes against the elderly, identify the most likely outcome.

27.0 **IDENTIFY APPROPRIATE INTERVENTIONS FOR THE ELDERLY POPULATION**--The student will be able to:
27.01 Identify resources that may provide assistance to the elderly to determine appropriate interventions.
27.02 Given statements regarding responses and resources for the elderly, identify the one that is most accurate.
27.03 Given a situation regarding an aged person, identify the most likely outcome.

28.0 **TAKE CORRECT NOTES AND INCLUDE ALL APPROPRIATE INFORMATION IN AN ORGANIZED, LEGIBLE MANNER**--The student will be able to:
28.01 Define note taking.
28.02 Identify the uses of notes and the issues to keep in mind when using notes in court.
28.03 Identify the kinds of information entered into a notebook.
28.04 Identify the procedures to follow in taking notes.
28.05 Identify why it is important to alternate between listening and writing.
28.06 Identify the appropriate use of sketches.
28.07 Demonstrate writing notes quickly and legibly.
28.08 Identify chronological and categorical ordering of field notes.
28.09 Given statements regarding taking field notes, identify the one that is most accurate.
28.10 Given a situation regarding taking field notes, identify the most likely outcome.

29.0 **WRITE A COMPLETE AND ACCURATE REPORT OF AN INCIDENT IN CHRONOLOGICAL ORDER**--The student will be able to:
29.01 Define types and purposes of reports.
29.02 Identify the principles and elements of, and reasons for, reporting procedures.
29.03 Identify the authority requiring the collection of information.
29.04 Identify examples of operational reports.
29.05 Identify the readers of reports.
29.06 Define the term editing, proofreading, and sentence.
29.07 Select the correct report form to use.
29.08 Demonstrate writing a draft report.
29.09 Demonstrate proofreading an edited report.
29.10 Edit a report, identifying common grammar and spelling problems and improper word usage.
29.11 Identify why sentences should be written in the active voice.
29.12 Demonstrate writing a final report.
29.13 Given statements regarding report procedures, identify the one that is most accurate.
29.14 Given statements regarding writing a report, identify the one that is most accurate.
29.15 Given a situation regarding writing a report, identify the most likely outcome.

30.0 **CONDUCT AN EFFECTIVE INTERVIEW OF AN ADULT AND OF A JUVENILE**--The student will be able to:
30.01 Define interview, custody, confessions and admission.
30.02 Discuss the following court decisions:
   a) Brown v. Mississippi, 1936
   b) Chambers v. Florida
   c) Escobedo v. Illinois, 1964
d) Brown v. Illinois, 1975

30.03 Identify the Florida Statute that gives the chief judge of each judicial circuit the ability to set limits on juvenile interviews.

30.04 Identify if and when Miranda warnings are required and how and when to give written rights for signature.

30.05 Identify the five classifications of interviewee(s): witness, suspect, victim, complainant and informant.

30.06 Explain the primary responsibilities of the interviewer: what to review in preparation; the primary factors that influence the success of an interview; selecting the location and the best time to conduct the interview; deciding on post scene versus at scene interview(s); how to avoid contaminating interview accounts; how to meet basic needs of safety during an interview; establishing rapport with interviewee; selecting what questions to ask during the interview; identifying who, what, when, where, why, and how; identifying characteristics of possible interviewee(s); and identifying the factors that influence the order of interviews.

30.07 Identify current judicial circuit limits on numbers of interviews allowed for a juvenile (minor) suspect.

30.08 Identify what are considered to be effective interview techniques.

30.09 Identify factors used to determine witness credibility, the common physiological, behavioral and situational signs of deception, and methods for dealing with emotions.

30.10 Identify the basic elements of the beginning, main portion and closing of the interview process.

30.11 Demonstrate effective interview techniques.

30.12 Given statements regarding interviewing, identify the one that is most accurate.

30.13 Given a situation regarding preparing for an interview, identify the most likely outcome.

30.14 Given statements regarding preparing for an interview, identify the one that is most accurate.

30.15 Given a situation regarding interviewing, identify the most likely outcome.

31.0 PROPERLY OBTAIN STATEMENTS FROM VICTIMS, WITNESSES AND/OR SUSPECTS—The student will be able to:

31.01 Identify when statements should be obtained, the basic kinds of information needed in a statement, and the sources from which information for statements may be obtained.

31.02 Identify the basic procedures to follow when taking statements.

31.03 Identify when oath is necessary and how to give oath for sworn statement.

31.04 Obtain an appropriate location, materials, interpreters, and equipment based upon type of interview and special requirements for taking the statement (oral or written, audio taped or video recorded).

31.05 Explain the request for statement to the participant, witness, or suspect and information required from him/her.

31.06 Review person's statement for completeness and obtain signature on written statement.

31.07 Identify what to do if a person is unable or unwilling to sign statement.

31.08 Identify Florida law authorizing officer to notarize statement.

31.09 Evaluate the effectiveness of the interview, if the interview achieved the desired results, and if the information gained is admissible in court.
31.10 Given statements regarding taking statements, identify the one that is most accurate.
31.11 Given a situation regarding taking statements, identify the most likely outcome.
31.12 Given statements regarding conducting an interview, identify the one that is most accurate.
31.13 Given a situation regarding conducting an interview, identify the most likely outcome.
31.14 Given statements regarding documenting an interview, identify the one that is most accurate.
31.15 Given a situation regarding documenting an interview, identify the most likely outcome.

32.0 **INTERPRET A CRIMINAL HISTORY RECORD**--The student will be able to:
32.01 Identify the purpose, the information available from, and the relationship of the Florida Crime Information Center (FCIC), the National Crime Information Center (NCIC), and the Missing Children Information Center (MCIC).
32.02 Identify policies and information to provide when requesting a records check to include a wanted/missing person identification request, a stolen property request, and a vehicle/vessel identification request.
32.03 Review teletype printout of a records check.
32.04 Given statements regarding use of the FCIC, identify the one that is most accurate.
32.05 Given a situation regarding use of the FCIC, identify the most likely outcome.

33.0 **CONSTRUCT AND DELIVER A MESSAGE TO A LAW ENFORCEMENT DISPATCHER USING A PORTABLE RADIO**--The student will be able to:
33.01 Identify duties of the communications officer.
33.02 Identify the importance of developing working relationships with communications personnel.
33.03 Identify primary components of a radio.
33.04 Identify general radio procedures.
33.05 Identify appropriate microphone techniques.
33.06 Identify proper radio protocol, oral brevity codes, and the Phonetic Alphabet.
33.07 Identify essential information for checking in and out of unit and for answering calls based on type of call (traffic stops, broadcasting person descriptions, emergencies, pursuits, etc.).
33.08 Demonstrate proper preparation and issuance of radio messages.
33.09 Given statements regarding radio procedures, equipment, and codes, identify the one that is most accurate.
33.10 Given a situation regarding radio procedures, equipment, and codes, identify the most likely outcome.

34.0 **KNOW WAYS TO INCREASE THE CHANCES FOR SURVIVAL AND BE AWARE OF FATAL ERRORS MADE BY OTHER LAW ENFORCEMENT OFFICERS**--The student will be able to:
34.01 Identify when fatal confrontations are likely to erupt for various law enforcement job duties and factors that seem to lead to officer deaths.
34.02 Identify known fatal errors that have killed experienced law enforcement officers based on law enforcement national statistics.
34.03 Identify the officer safety equipment that an officer should obtain to remain safe.
34.04 Define perception and observation and identify the three parts of a complete observation; factors that affect perception and observation; the role of memory in perception and observation; the
five senses involved in perception and observation; factors that affect an officer’s sight, hearing, sense of smell, touch and taste; observation techniques appropriate for the officer to use; what is important to observe in a situation; and ways of improving perception and observation.

34.05 Identify survival readiness skills that can help an officer respond to a call safely.
34.06 Identify common circumstances that can affect the perception/observation of an officer or a witness.
34.07 Define cover and concealment.
34.08 Identify ways to prepare for an emergency situation.
34.09 Identify factors and officer safety procedures that should be considered when approaching dangerous situations.
34.10 Given statements regarding officer safety, identify the one that is most accurate.
34.11 Given a situation regarding officer safety, identify the most likely outcome.
34.12 Given statements regarding officer survival, identify the one that is most accurate.
34.13 Given a situation regarding officer survival, identify the most likely outcome.

35.0 RECOGNIZE THE STRESS THAT COMES WITH WORKING IN A POSITION THAT CAN BE LIFE THREATENING AND WAYS TO DEAL WITH THIS STRESS--The student will be able to:
35.01 Define stress.
35.02 Identify personal levels of stress using a life change or other stress assessment inventory.
35.03 Identify the difference between eustress and distress.
35.04 Define fight-or-flight response.
35.05 Identify Selye’s three stages of stress reactions.
35.06 Identify type and level of stress present given a situation.
35.07 Identify the causes of post traumatic stress.
35.08 Define and identify four categories of potential stressors (environmental, personal, work-related, and self induced) and examples of each.
35.09 Identify immediate and long-term stress responses related to personality, health, job performance, and home life.
35.10 Identify the most common warning signs and effects of stress on an officer.
35.11 Identify the impact of high officer stress levels on organizations.
35.12 Identify techniques and methods for reducing stress that can be used on the job versus at home.
35.13 Select and apply an appropriate stress reduction technique.
35.14 Given statements regarding stress management, identify the one that is most accurate.
35.15 Given a situation regarding stress management, identify the most likely outcome.

36.0 IDENTIFY A CRISIS SITUATION--The student will be able to:
36.01 Notify communications of location/address of crisis situation, crisis situation observed, number of people involved, and if backup is necessary.
36.02 Identify the need to position self safely according to officer safety techniques.
36.03 Identify how to maintain control of the scene.
36.04 Identify use of verbal command or physical techniques to separate person(s).
36.05 Given statements regarding a crisis management call, identify the one that is most accurate.
36.06 Given a situation regarding a crisis management call, identify the most likely outcome.

37.0 **DEMONSTRATE APPROPRIATE BEHAVIOR WHEN RELATING TO PERSONS INVOLVED IN A CRISIS**--The student will be able to:
37.01 Identify types of crisis and behaviors of persons in crisis.
37.02 Determine if anyone is injured and provide first aid or call for an ambulance if needed.
37.03 Identify signs of anger and techniques that may be used to diffuse anger and stabilize a situation.
37.04 Identify how to obtain information through interview questioning techniques from subjects involved in a dispute conflict.
37.05 Decide who to interview and what questions to ask to identify the problem and determine if a crime occurred.
37.06 Given statements regarding identification of a crisis, identify the one that is most accurate.
37.07 Given a situation regarding identification of a crisis, identify the most likely outcome.

38.0 **DETERMINE APPROPRIATE AGENCIES THAT CAN PROVIDE ADDITIONAL CARE FOR PERSONS IN CRISIS**--The student will be able to:
38.01 Identify if the situation is abusive and if a person(s) needs to be removed from the situation.
38.02 Determine if a referral to another agency would help to serve or protect the individual and if law enforcement can assist by providing referral(s) to citizen(s).
38.03 Identify when referrals are required by Florida Statutes.
38.04 Identify the type of service, the referral process, and the referral agency in the community that matches the requirements of the citizen.
38.05 Define resource directory and locate the referral services in telephone book or resource directory.
38.06 Identify how to determine who will transport the person in crisis and provide, or arrange for, appropriate transportation if person needs to be removed from the situation.
38.07 Notify family members of action taken and options available to the family.
38.08 Identify proper report to be completed and document crisis incident in a report.
38.09 Given statements regarding a completed crisis management call, identify the one that is most accurate.
38.10 Given a situation regarding a completed crisis management call, identify the most likely outcome.

39.0 **APPLY THE SARA PROBLEM-SOLVING MODEL TO A COMMUNITY-ORIENTED POLICING SITUATION OF CONCERN IN THEIR COMMUNITY**--The student will be able to:
39.01 Define Community Oriented Policing (C.O.P.) using Herman Goldstein's definition.
39.02 Identify the goal of the approach established by the Community Policing Consortium.
39.03 Define "community partnership", "problem", and "problem-solving".
39.04 Identify the core components/guiding values of C.O.P. and the C.O.P. principles that should be incorporated into the officer's job.
39.05 Identify advantages the officer might gain by involving the community in problem solving.
39.06 Identify the elements of problem-solving as used in SARA.
39.07 Identify ways in which community partners can be used to aid in long-term problem solving and the types of community partnerships and resources that must be developed.
39.08 Given statements regarding the philosophy of C.O.P., identify the one that is most accurate.
39.09 Given statements regarding problem solving, identify the one that is most accurate.
39.10 Given a situation regarding problem solving, identify the most likely outcome.

40.0 CREATE A COMMUNITY ASSESSMENT OR USE AN EXISTING ONE TO FAMILIARIZE THE STUDENT WITH A NEW PATROL AREA--The student will be able to:
40.01 Describe why it is important for a criminal justice officer to know the composition of the community.
40.02 Given statements regarding community assessment, identify the one that is most accurate.

41.0 APPLY THE SECURE PROBLEM-SOLVING MODEL TO A PATROL SITUATION--The student will be able to:
41.01 Define SECURE, identify what each letter represents and the component questions for each letter.
41.02 Identify when to use the SECURE problem solving model and how to implement the problem-solving process in response to an incident.
41.03 Given a situation regarding diversity and the officer’s use of discretion, identify the most likely outcome.
41.04 Given statements regarding SECURE, identify the one that is most accurate.

42.0 IDENTIFY THE REGULATORY REQUIREMENTS THAT APPLY TO RESPONDERS OF HAZARDOUS MATERIALS INCIDENTS AND THEIR EXPECTED ROLES--The student will be able to:
42.01 Identify the significance of having established local plans with regard to responding to hazardous materials emergencies.
42.02 Identify the “duty to act” requirements that apply to public safety employees and the role of the first responder at the awareness level.

43.0 IDENTIFY THE HAZARDS POSTED BY HAZARDOUS MATERIALS INCIDENTS--The student will be able to:
43.01 Identify the six characteristic signs (clues) as to the presence of hazardous materials.
43.02 Identify hazardous materials by class, name or identification number.

44.0 IDENTIFY THE ACTIONS TO TAKE TO PROTECT RESPONDERS AND CIVILIANS DURING HAZARDOUS MATERIALS EMERGENCIES--The student will be able to:
44.01 Identify the procedures necessary to activate an Emergency Response Plan (ERP).
44.02 Choose protective actions to take in accordance with the Emergency Response Guidebook (ERG).

45.0 IDENTIFY THOSE ACTIONS TO TAKE TO TERMINATE INVOLVEMENT IN A HAZARDOUS MATERIALS INCIDENT--The student will be able to:
45.01 Identify three actions to be taken during termination of a response to a hazardous materials incident.
45.02 Identify information that should be obtained during a hazardous materials incident debriefing.

46.0 PERFORM A VEHICLE INSPECTION--The student will be able to:
46.01 Check the operational readiness of the exterior of the vehicle.
46.02 Identify how to change a flat tire.
46.03 Check the engine compartment for operational readiness.
46.04 Check the operational readiness of the interior of the vehicle, before operation, and for equipment not properly secured.
46.05 Inspect the rear seat compartment/prisoner transport cage using a flashlight for illumination in any dark areas.
46.06 Given statements regarding vehicle operations, identify the one that is most accurate.

47.0 DRIVE THE PATROL VEHICLE USING TECHNIQUES THAT WILL HELP MAINTAIN CONTROL OF THE VEHICLE WHILE DRIVING UNDER EVERYDAY AND EMERGENCY CONDITIONS--The student will be able to:
47.01 Identify driving tips for preventing accidents and factors that may impede awareness.
47.02 Identify the importance of vision, hearing, and the senses of touch and smell to identify potential hazards.
47.03 Identify the following terms:
   a) acuity
   b) depth perception
   c) peripheral vision
   d) color vision
   e) night vision
47.04 Identify frequently encountered or anticipated hazards.
47.05 Identify corrective actions and crash avoidance techniques including the principles of the two and four second rules.
47.06 Identify possible reactions to take to avoid a crash resulting from a tire failure, a brake failure/loss, a power steering failure/loss, or smoke/steam.
47.07 Control the vehicle path in forward motion, identifying the factors that cause pitch, roll and yaw and the effects on vehicle stability of pitch, roll, and yaw.
47.08 Identify vehicle weight transfer as it applies to a vehicle's handling ability.
47.09 Identify the importance of braking to a safe speed prior to entering a turn/corner and the importance of initiating the steering input prior to entering a turn/corner.
47.10 In a turn/corner, identify:
   a) decreasing radius
   b) increasing radius
   c) constant radius
   d) locating the apex
   e) early apexing technique
   f) center apexing technique
   g) late apexing technique
47.11 Identify principles of centripetal and centrifugal force and the proper steering input that will decrease the severity of these forces in a turn/corner.
47.12 Identify principles of wheel tracking.
47.13 Make the necessary adjustments to the vehicle while seated, including the driver's seat, headrest, seatbelt, and interior and side view mirrors.
47.14 Demonstrate proper hand placement and grip on steering wheel and "shuffle" steering.
47.15 Identify, and control the vehicle for, caster effect.
47.16 Identify the type of brake system on the vehicle, the principles of threshold braking and the importance of avoiding application of the brakes when in a vehicle slide.
47.17 Identify principles of incipient skid and the effect of incipient spin on vehicle traction.
47.18 Identify rolling friction and its effect on vehicle traction.
47.19 Define “countersteer” to avoid a secondary slide.
47.20 Position the vehicle for entry into a turn/corner and maintain control of the vehicle through the turn/corner.
47.21 Identify obstacles or elements in the turn path.
47.22 Steer in reverse.
47.23 Define pursuit.
47.24 Identify agency policy/guidelines, case law, and Florida Statutes for operating a vehicle in emergency and pursuit modes.
47.25 Identify types of sensory influences the driver may experience while operating a vehicle in emergency or pursuit mode.
47.26 Identify effects from:
   a) overdriving the headlights
   b) a change in reaction distance
   c) a change in field of vision
   d) a loss of visual clues
   e) glare
   f) emergency lights
47.27 Identify techniques that may improve vision at night, in subdued lighting or when encountering fog or smoke.
47.28 Identify possible reactions to oncoming vehicles.
47.29 Identify possible methods for controlling interior vehicle lights.
47.30 Identify possible psychological and physiological effects on the driver including:
   a) tunnel vision
   b) selective hearing
   c) increased heart rate
   d) time distortion
   e) loss of spatial awareness
   f) fine motor skills
47.31 Identify cause of the driver exceeding capabilities.
47.32 Identify safe emergency driving techniques during an emergency response/pursuit.
47.33 Identify reasons and techniques for terminating a pursuit including forcible stop techniques such as the use of roadblocks, tire deflation devices and the Pursuit Intervention Technique (P.I.T.).

48.0 **APPLY BASIC FIRST AID KNOWLEDGE AND TECHNIQUES TO EMERGENCIES**--The student will be able to:
48.01 Identify the Emergency Medical Services (EMS) system and how the roles and responsibilities of the criminal justice first aid provider differ from other out-of-hospital care providers.
48.02 Identify how to uphold responsibilities for medical treatment in accordance with CJSTC standards, including legal and ethical issues regarding criminal justice first aid providers.
48.03 Define duty to act for criminal justice first aid providers and the criminal justice first aid provider standards or scope of care.
48.04 Identify purpose of Good Samaritan Act.
48.05 Identify issues of abandonment, negligence, battery, and their implications.
48.06 Define consent and identify the difference between expressed and implied consent and the role of consent with minors and mentally ill patients.
Identify a "Do Not Resuscitate" (DNR) Order and discuss the implications for criminal justice first aid provider in patient refusal of care or a DNR Order.

Identify role of criminal justice first aid provider in recognition of organ donor notification.

Discuss the Health Information Privacy Protection Act (HIPPA) and the importance, necessity, and legality of patient confidentiality under HIPPA.

Identify actions a criminal justice first aid provider should take to assist in preservation of a crime scene.

Identify patient as main concern and family members and bystanders as secondary concern.

Identify communication skills used to interact with patients with special considerations such as visually impaired, hearing impaired, elderly, developmentally disabled, chronically ill, and patients who speak a foreign language.

Identify special considerations in the treatment of infants and children.

Identify the importance of communicating clearly when approaching a family confronted with death and dying and identify possible reactions that a family may exhibit.

Identify signs and symptoms of stress, possible steps the officer may take to help reduce/alleviate stress, and possible long-term emotional reactions that an officer may experience when facing death and dying.

Define blood borne pathogens and identify ways an officer is exposed to blood borne pathogens and infectious diseases when applying first aid.

Identify the importance of body substance isolation (BSI) and define personal protective equipment (PPE).

Identify emergencies that require specialized PPE and demonstrate how to put on, properly remove, and discard disposable gloves.

Identify appropriate hand washing techniques and how to complete disinfection/cleaning.

Identify warning labels, symbols, or color-coding for handling and disposing of biomedical waste.

Identify personal behaviors that may help reduce risk of contracting a blood borne disease and identify responsibility to report and document occupational exposure.

Identify how hepatitis A, B and C infects a person; the basic symptoms of hepatitis A, B and C; and how to prevent contracting hepatitis A, B and C.

Identify how Human Immunodeficiency Virus (HIV) infects a person, basic symptoms of HIV and how to prevent contracting HIV.

Identify how tuberculosis is transmitted, the basic symptoms of tuberculosis, the difference between tuberculosis infection and tuberculosis disease, groups of people that are at higher risk to get tuberculosis disease, and personal behaviors that may help reduce the risk of contracting tuberculosis.

Identify general symptoms of most food-borne illnesses.

Identify most common sexually transmitted diseases.

Identify functions of the systems of the body.

Identify components of scene size-up and how to visually assess scene upon arrival to determine if scene is safe to enter.

Identify common or potential dangers or hazards found at scene and how to maintain your awareness of situations.

Identify how to determine difference between a trauma patient and medical patient.

Identify how to locate patient(s) requiring treatment and the need for additional or specialized help/assistance.
Identify rationale for, and how to, verbally report to responding units or communications center as to scene safety, nature and extent of injuries, and number of patients.

Identify components of an initial assessment.

Demonstrate how to assess for patient mental status and identify differences between assessing mental status in the adult, child, and infant patient.

Identify methods used for assessing if patient is breathing and how to differentiate between patient with adequate and inadequate breathing.

Identify normal breathing rates for adult, child, and infant and methods used to obtain breathing rate.

Identify terms that describe breathing quality.

Demonstrate techniques for assessing the patient's pulse and identify pulse points for conscious and unconscious adult, child, and infant.

Identify normal pulse rates for adult, child, and infant.

Identify terms that describe pulse quality.

Demonstrate how to ventilate a patient that is not breathing.

Demonstrate how to perform cardio pulmonary resuscitation (CPR) on a patient that has no heartbeat.

Identify techniques for determining skin temperature and skin qualities that could indicate circulation abnormalities.

Identify four levels of patient responsiveness (AVPU).

Identify components of a physical assessment and special medical considerations or identifications you may encounter during patient assessment.

Identify when and how to manually stabilize patient's head and neck.

Identify how to question a patient to obtain SAMPLE history and the difference between a sign and a symptom in obtaining patient history.

Identify value of questioning patient and family to obtain patient history.

Identify need for on-going assessment while awaiting additional EMS resources and components of an on going patient assessment.

Demonstrate how to conduct initial assessment.

Identify importance of effective verbal communication of patient information to update EMS.

Identify need to check all equipment to ensure adequate working condition and supply for next emergency medical response.

Identify appropriate disinfecting procedures to clean equipment.

Define a multiple casualty incident and the role of the officer first on the scene of a multiple causality incident or disaster area.

Define triage and identify steps of triage for a multiple casualty incident or disaster area.

Identify parts and function of circulatory system.

Identify types of bleeding.

Identify the types of closed soft tissue injuries and demonstrate the treatment for closed soft tissue injuries.

Define bruising and swelling.

Identify types of open soft tissue injuries and demonstrate the treatment for open soft tissue injuries in a patient with external bleeding.

Identify appropriate BSI precautions while demonstrating how to stop bleeding.

Identify difference between dressing and bandage.

Define dressing and bandage.
Define shock and identify signs, symptoms, causes and treatment of shock.
Define closed chest injury, factors that affect the severity of the wound in a patient with a chest injury and demonstrate treatment for a closed chest injury.
Define open chest injury and demonstrate treatment for an open chest injury.
Define impaled object and demonstrate treatment for an impaled object.
Demonstrate treatment to control bleeding and need to clean and dress the wound, if appropriate, in a patient with a human or animal bite.
Identify type of bite and possible need to call specialized unit for a patient with a human or animal bite.
Demonstrate treatment for a gunshot wound.
Identify when to apply direct pressure while treating a patient for a head, face, or scalp wound.
Demonstrate how to dress a head, face and scalp wound.
Demonstrate treatment to control bleeding in a patient with a nose-bleed.
Identify types of eye injuries.
Identify treatment for various types of eye injuries.
Identify important structures of the neck.
Demonstrate how to treat and dress a large open neck wound.
Identify seriousness of a burn as it relates to degree, location, and extent of burn.
Identify relationship between airway management and patients with inhalation burns and treatment for patient with inhalation burn injuries.
Identify treatment for thermal, chemical and electrical burns.
Identify complications associated with electrical injuries.
Define evisceration and identify treatment for an evisceration.
Identify treatment for a genital wound.
Identify classifications and mechanisms of broken bone injuries.
Identify treatment for a broken bone.
Identify treatment for a dislocation, sprain, and strain when treating a patient with an extremity injury.
Demonstrate proper techniques for splinting a lower and upper extremity.
Identify treatment for an amputation.
Identify the anatomical structures: uterus, birth canal, placenta, umbilical cord, and amniotic sac.
Define “labor” and “crowning”.
Identify the steps in the pre-delivery preparation of the mother for childbirth.
Identify the indications of an imminent delivery and the steps to assist in the delivery.
Identify post delivery care of the mother.
Identify treatment for a patient who is suffering from complications of pregnancy.
Define diabetes and identify types, signs, symptoms and treatment of diabetic emergencies.
Define seizure and identify causes and treatment.
Identify signs, symptoms and treatment for cold related injuries.
Identify signs, symptoms and treatment of heat related injuries.
Identify signs, symptoms and treatment of abdominal pain or distress.
Identify modes, signs, symptoms and need for specialized assistance in caring for a patient with poisoning.
Identify signs, symptoms and treatment for insect bites or stings.
48.102 Identify signs, symptoms and treatment for snakebites.
48.103 Identify the signs, symptoms and treatment of marine life stings.
48.104 Identify signs, symptoms and treatment for an allergic reaction.
48.105 Identify signs, symptoms and treatment for drug overdose.
48.106 Identify under what circumstances a criminal justice first aid provider moves a patient in a medical emergency.
48.107 Demonstrate good lifting techniques, posture and physical fitness, when moving a patient.
48.108 Identify indications and purpose of placing a patient in a recovery position.
48.109 Demonstrate an emergency clothes drag, an emergency blanket drag, an emergency shoulder drag/carry, a two person extremity lift and carry, and a log roll using two or three officers.
48.110 Demonstrate how to apply manual stabilization to head, neck, and cervical spine.
48.111 Identify your role in assisting EMS during an emergency involving an entrapped patient.
48.112 Given statements regarding first aid for criminal justice officers, identify one that is most accurate.

49.0 IDENTIFY AT LEAST FIVE (5) COMPONENT PARTS OF A FIREARM AND THEIR FUNCTION--The student will be able to:
49.01 Identify strong/dominant hand and weak/nondominant hand.
49.02 Identify the most important element of firearms training.
49.03 Identify the most common cause of most firearms accidents.
49.04 Identify a safe direction to point a firearm.
49.05 Identify the general rule of safety that should be applied to all firearms.
49.06 Identify what safety rules to follow on the range.
49.07 Identify the requirements in the Florida Statutes for storing a firearm.
49.08 Identify the legal sources that address use of force issues.
49.09 Identify a revolver, semiautomatic pistol, shotgun and rifle/carbine parts with correct nomenclature.
49.10 Identify function of a revolver, semiautomatic pistol, shotgun and rifle/carbine parts.
49.11 Identify the steps to follow to hand a revolver and semiautomatic pistol to another person.
49.12 Identify ammunition parts and nomenclature.
49.13 Identify ammunition by appearance and caliber or gauge.
49.14 Identify an ammunition scrape, indentation (dent), corrosion and puncture.
49.15 Define ammunition duty life and shelf life.
49.16 Identify proper storage and handling procedures for ammunition.
49.17 Ensure proper storage and/or handling of ammunition.
49.18 Examine ammunition and locate any abnormalities or defects.
49.19 Given statements about firearms, identify the one that is most accurate.

50.0 ASSUME A STANCE APPROPRIATE FOR FIRING A HANDGUN (REVOLVER OR SEMIAUTOMATIC PISTOL) AND A LONG GUN (SHOTGUN OR RIFLE)--The student will be able to:
50.01 Identify the Isosceles, Weaver and Modified Weaver shooting stances to use when shooting a handgun.
50.02 Acquire a proper handgun grip.
50.03 Obtain sight alignment and sight picture.
50.04 Identify how to control breathing when shooting a handgun.
50.05 Pull/squeeze the trigger to discharge handgun, release pressure on the trigger to re-engage, and follow through after the cartridge is fired.
50.06 Identify the importance of maintaining concentration when shooting a handgun.
50.07 Identify ready stance and low ready stance when shooting a handgun.
50.08 Assume a proper shooting stance when shooting a handgun.
50.09 Shoulder a shotgun and acquire a proper shotgun grip.
50.10 Obtain sight alignment and sight picture using a rifle-sighted and a bead-sighted shotgun.
50.11 Identify how to control breathing when shooting a shotgun.
50.12 Pull/squeeze the trigger to discharge shotgun, release pressure on the shotgun trigger to re-engage, and follow through after the shotgun shell is fired.
50.13 Identify the importance of maintaining concentration when shooting a shotgun.
50.14 Identify low ready, standing, kneeling, prone and barricade position when shooting a semiautomatic rifle/carbine.
50.15 Assume a proper shotgun shooting stance.
50.16 Shoulder the semiautomatic rifle/carbine and obtain proper grip.
50.17 Obtain the spot weld when shooting a semiautomatic rifle/carbine.
50.18 Obtain proper semiautomatic rifle/carbine sight alignment and sight picture.
50.19 Identify how to control breathing when shooting a semiautomatic rifle/carbine.
50.20 Pull/squeeze the trigger to discharge the semiautomatic rifle/carbine, release pressure on the semiautomatic rifle/carbine trigger to re-engage, and follow through after the semiautomatic rifle/carbine cartridge is fired.
50.21 Identify the importance of maintaining concentration when shooting a semiautomatic rifle/carbine.
50.22 Identify the objective, tactical considerations and types of cover and concealment.
50.23 Use cover properly.
50.24 Identify appropriate shooting stances from behind cover.

51.0 INCORPORATE THE EIGHT (8) FUNDAMENTALS OF MARKSMANSHIP TO FIRE A HANDGUN AND A LONG GUN, EVIDENCED BY DEMONSTRATION—The student will be able to:
51.01 Disengage the handgun holster retention device(s), acquire a proper handgun grip, remove the handgun from holster and point the handgun muzzle toward the threat.
51.02 Maintain a proper handgun grip.
51.03 Move the handgun alongside the holster, lift the handgun upward and seat the handgun in the holster.
51.04 Use touch pressure to locate holster retention device(s), align components of retention device(s) and secure/snap the retention device(s) together until locked.
51.05 Use the thumb of the shooting hand on the rear of the slide to prevent cocking the firearm.
51.06 Point the revolver muzzle in a safe direction, disengage the revolver cylinder release latch, and push/pull the revolver cylinder out of frame alignment.
51.07 Insert ammunition into the revolver cylinder by hand and using a speedloader and close the loaded revolver cylinder.
51.08 Extract the spent revolver cartridge casings.
51.09 Visually inspect the revolver cylinder chambers to ensure that all spent cartridge casings have been extracted.
51.10 Load the ammunition magazine.
51.11 Acquire a proper semiautomatic pistol grip.
51.12 Point the semiautomatic pistol muzzle in a safe direction and open the slide.
51.13 Lock the semiautomatic pistol slide in the "open" position and insert a loaded magazine into the semiautomatic pistol magazine well.
51.14 Chamber a cartridge into the semiautomatic pistol using the slide stop/release and by pulling the slide to the rear.
51.15 Engage the safety on the semiautomatic pistol, if applicable.
51.16 Remove the magazine from the semiautomatic pistol and lock the semiautomatic pistol slide in the "open" position to eject the cartridge from the semiautomatic pistol chamber.
51.17 With the slide in the "open" position, check the semiautomatic pistol to ensure it is free of ammunition.
51.18 Hold the shotgun by the stock.
51.19 Point the barrel in a safe direction and move the safety to the "on" or "safe" position.
51.20 Move the shotgun forend/slide forward, away from the receiver, insert the shotgun shells into the magazine tube, and chamber a shotgun shell.
51.21 Hold the loaded shotgun by the pistol grip and engage the shotgun action/slide release.
51.22 Remove any chambered shotgun shell through the ejection port.
51.23 Remove the shotgun shell(s) from the magazine tube using the pinch technique.
51.24 Visually and manually inspect the shotgun chamber and magazine tube to ensure that no shell is remaining.
51.25 Load the semiautomatic rifle/carbine magazine.
51.26 Maintain a proper semiautomatic rifle/carbine grip, point the semiautomatic rifle/carbine muzzle in a safe direction, and engage the semiautomatic rifle/carbine safety.
51.27 Insert a loaded magazine into the semiautomatic rifle/carbine magazine well and chamber a cartridge into the semiautomatic rifle/carbine.
51.28 Point the semiautomatic rifle/carbine muzzle in the safest direction given the immediate environment.
51.29 Engage the semiautomatic rifle/carbine safety and remove the semiautomatic rifle/carbine magazine.
51.30 Extract the cartridge from the semiautomatic rifle/carbine chamber and lock the semiautomatic rifle/carbine action in the "open" position.
51.31 Inspect the semiautomatic rifle/carbine for any cartridges.
51.32 Identify the types of revolver malfunctions.
51.33 Determine the revolver malfunction.
51.34 Correct the revolver malfunction using the proper technique, to include removing finger from revolver trigger and pointing the revolver barrel in a safe direction.
51.35 Identify a squib load in a revolver and its cause.
51.36 Identify the sound a revolver makes due to a squib load, by description only.
51.37 Switch to a secondary weapon. This will be cleared by the instructor, only.
51.38 Identify a failure to fire and the causes.
51.39 Correct a failure to fire.
51.40 Identify a misfire and identify the cause(s).
51.41 Correct the misfire.
51.42 Identify and correct when a casing is caught under the extractor.
51.43 Identify the cause(s) and correct a frozen/locked revolver cylinder.
51.44 Identify proper techniques to clear a semiautomatic pistol with a malfunction, to include taking finger off of semiautomatic pistol trigger and keeping the semiautomatic pistol muzzle pointed in a safe direction.
Identify Phase 1 Clearance (Tap, Rack, and Ready) of a semiautomatic pistol.
Identify Phase 2 Clearance of a semiautomatic pistol.
Identify a failure to feed and the causes(s) in a semiautomatic pistol.
Correct a failure to feed in a semiautomatic pistol.
Identify a failure to eject and the cause(s) in a semiautomatic pistol.
Correct the failure to eject in a semiautomatic pistol with a stovepipe.
Identify a failure to fire and the cause(s) in a semiautomatic pistol.
Correct a failure to fire in a semiautomatic pistol.
Identify a double feed and the cause(s) in a semiautomatic pistol.
Correct a double feed in a semiautomatic pistol.
Identify a failure to extract and the cause(s) in a semiautomatic pistol.
Correct a failure to extract in a semiautomatic pistol.
Identify a squib load and the cause(s) in a semiautomatic pistol.
Identify the sound that a semiautomatic pistol makes due to a squib load, by description only.
Transition to a secondary means of defense. This will be corrected by the instructor only.
Correct the shotgun malfunction using the proper technique(s) to include taking finger off of shotgun trigger and keeping shotgun muzzle pointed in a safe direction.
Identify when a shotgun shell fails to feed from the magazine and the cause(s).
Identify the correction for a shotgun shell failing to feed from the magazine.
Identify when the shotgun forend/slide fails to fully close and the cause(s).
Correct a shotgun forend/slide that fails to fully close.
Identify a failure to feed in a loaded shotgun and the cause(s).
Correct a failure to feed in a loaded shotgun.
Identify a double feed in a loaded shotgun and the cause(s).
Correct a double feed in a loaded shotgun.
Identify a stacked feed in a loaded shotgun and the cause(s).
Correct a stacked feed in a loaded shotgun.
Identify a failure to fire in a loaded shotgun and the cause(s).
Correct the shotgun failure to fire.
Identify a failure to extract in a loaded shotgun and the cause(s).
Correct a failure to extract in a loaded shotgun.
Identify the shotgun will not open and the cause(s).
Correct a shotgun that will not open.
Identify a failure to eject a shotgun shell and the cause(s).
Correct a failure to eject a shotgun shell.
Identify a stovepipe in a loaded shotgun and the cause(s).
Correct a stovepipe in a loaded shotgun.
Identify the types of malfunctions that may occur with a semiautomatic rifle/carbine.
Correct the malfunction in a loaded semiautomatic rifle/carbine using the proper technique(s) to include taking finger off of semiautomatic rifle/carbine trigger.
Engage semiautomatic rifle/carbine safety, if applicable, and point semiautomatic rifle/carbine in a safe direction.
Identify Phases 1 and 2 Clearance Method of a loaded semiautomatic rifle/carbine.
51.85 Identify and correct a failure to fire in a loaded semiautomatic rifle/carbine.
51.86 Identify and correct a failure to feed in a loaded semiautomatic rifle/carbine.
51.87 Identify and correct a failure to extract in a loaded semiautomatic rifle/carbine.
51.88 Identify and correct a failure to eject in a loaded semiautomatic rifle/carbine.
51.89 Identify a squib load and the cause(s) in a semiautomatic rifle/carbine.
51.90 Transition to a secondary means of defense. *This will be explained by the instructor.*

52.0 **DEMONSTRATE PROFICIENCY IN FIRING A HANDGUN DURING DAYLIGHT AND NIGHT** --
The student will be able to:
52.01 Identify AYOOB and Modified Weaver techniques.
52.02 Identify the main function of using a flashlight.
52.03 Assume appropriate shooting stances with a handgun and a shotgun or semiautomatic rifle/carbine from behind cover.
52.04 Shoot a handgun while using a flashlight.

53.0 **DEMONSTRATE CLEANING A HANDGUN AND A LONG GUN** --The student will be able to:
53.01 Identify the proper supplies/tools to use when cleaning a revolver, a semiautomatic pistol, a shotgun and a semi-automatic rifle/carbine.
53.02 Select a safe, properly ventilated location to conduct firearm cleaning.
53.03 Field strip a revolver, a semiautomatic pistol, a shotgun and a semi-automatic rifle/carbine based on make and model of weapon.
53.04 Clean a revolver, a semiautomatic pistol, a shotgun and a semiautomatic rifle/carbine.
53.05 Lightly lubricate a revolver, a semiautomatic pistol, a shotgun and a semi-automatic rifle/carbine.
53.06 Reassemble a revolver, a semiautomatic pistol, a shotgun and a semi-automatic rifle/carbine dependent upon the make and model of the weapon.
53.07 Function-check a revolver, a semiautomatic pistol, a shotgun and a semiautomatic rifle/carbine.
53.08 Return a revolver, a semiautomatic pistol, a shotgun and a semi-automatic rifle/carbine to safe storage and/or securely re-holster or encase the weapon.
53.09 Appropriately dispose of all debris and contaminated/used cleaning supplies.

54.0 **DEMONSTRATE DISCRETIONARY SHOOTING WITH A HANDGUN** --
The student will be able to:
54.01 Using the fingers of the non-dominant hand locate the holster retention device(s), unsnap/pull away the holster retention device(s), disengage the holster retention device(s) acquire a proper grip on the loaded handgun.
54.02 Load and unload a revolver and a semiautomatic pistol using one hand.
54.03 Scan surroundings for possible threats.
54.04 Identify and focus attention on a threat.
54.05 Move to cover and/or concealment.
54.06 Shoot a firearm from behind cover.
54.07 Fire the State handgun qualification course of fire in daylight and ambient light.
54.08 Fire the State familiarization course for either the shotgun or the semiautomatic rifle/carbine.
54.09 Fire the State shotgun qualification course of fire in daylight and ambient light. **(OPTIONAL)**
54.10 Fire the State semiautomatic rifle/carbine qualification course of fire in daylight and ambient light. **(OPTIONAL)**

55.0 **ASSESS A PHYSICAL THREAT AND SELECT THE APPROPRIATE RESPONSE TO VARIOUS BEHAVIORS EXHIBITED BY SUBJECTS BASED ON THE RECOMMENDED RESPONSE TO RESISTANCE MATRIX**—The student will be able to:

55.01 Identify the legal sources that address use of force issues.
55.02 Identify the appropriate level(s) of officer response based on a subject’s demonstrated level of resistance.
55.03 Identify the various officer and subject factors that may influence the escalation and de-escalation of force.
55.04 Identify the injury potential to the officer from a subject that is engaged in each level of resistance.
55.05 Identify the injury potential to the subject given each level of officer response.
55.06 Identify the recommended striking areas on a resistant subject.
55.07 Identify ability, opportunity and intent as it relates to response to resistance.
55.08 Evaluate the constantly changing potential for harm presented by both subject(s) and the surroundings.
55.09 Identify the components of the reaction time principle.
55.10 Identify deadly force and its use per 776.06, F. S.
55.11 Given statements regarding defensive tactics, identify the one that is most accurate.

56.0 **MAINTAIN CONTROL OF A SITUATION AND ENSURE OFFICER SAFETY BY DEMONSTRATING OFFICER PRESENCE, COMMUNICATING, AND USING APPROPRIATE DEFENSIVE TACTICS TECHNIQUES**—The student will be able to:

56.01 Identify the danger zone and minimum reactionary gap distance between officer and subject.
56.02 Demonstrate the slide step approach method to a subject.
56.03 Demonstrate an interview stance with a subject.
56.04 Demonstrate the ready stance and offensive ready stance with an aggressive subject.
56.05 Demonstrate how to evade an approaching threat from an attacking subject.
56.06 Demonstrate applicable verbal direction during a subject encounter.
56.07 Demonstrate the hand clearing and touch techniques with a subject.
56.08 Demonstrate a rear fall, regain balance to a kneeling or standing position, assume an offensive ready position and give loud, clear and concise verbal commands when pushed from the front or tripped.
56.09 Demonstrate a side fall, regain balance to a kneeling or standing position and assume an offensive ready position when pushed from behind or tripped.
56.10 Demonstrate a forward roll while falling, regain balance to a kneeling or standing position, assume an offensive ready position and give loud, clear and concise verbal commands when pushed from behind or tripped.
56.11 Identify the proper working mechanisms and nomenclature of handcuffs and the handcuff key.
56.12 Properly holster handcuffs in handcuff case.
56.13 Apply handcuffs to a standing, kneeling and prone subject using proper technique.
56.14 Remove the handcuffs from a standing, kneeling and prone subject using proper technique.
56.15 Apply waist chains to a subject to be transported.
56.16 Remove waist chains, black box and handcuffs from a subject.
56.17 Apply leg irons to a subject to be transported.
56.18 Remove leg irons from a subject.
56.19 Apply leg restraints to a resisting handcuffed subject.
56.20 Conduct a frisk of a subject’s outer clothing and waistline area.
56.21 Conduct a predetermined, pattern search of a handcuffed subject.
56.22 Safely control and secure any hazardous material or contraband found during a search of a handcuffed subject.
56.23 Perform an institutional search of a clothed and unclothed subject.
56.24 Maintain visual contact and communicate with the subject while searching the subject's articles of clothing.
56.25 Safely approach, communicate with and demonstrate the escort position on a subject demonstrating passive physical resistance or greater.
56.26 Demonstrate a bent wrist transporter, hammer lock transporter, finger lock transporter, shoulder lock transporter and a straight arm bar takedown on a subject resisting the escort position.
56.27 Demonstrate a “three point pin” on a resisting subject in the escort position on the ground.
56.28 Communicate with the resisting subject in the escort position until compliance is gained.
56.29 Demonstrate a bent wrist take down, an outside and an inside wrist takedown, a hip roll takedown, a leg sweep, a hammer lock takedown and a shoulder lock takedown on a resisting subject.
56.30 Demonstrate a take down of a resisting subject that has a handcuff on one wrist and a handcuff key.
56.31 Demonstrate the pressure point under the jaw technique, in the hollow behind the ear technique, and in the hollow behind the collarbone technique on a subject demonstrating passive physical resistance or greater.
56.32 Demonstrate a redirection technique on an advancing subject.
56.33 Demonstrate a high forearm block, a mid forearm block, and a low block on an attacking subject.
56.34 Demonstrate the following on an attacking subject: vertical punch, hammer fist strike, forearm strike, palm heel strike, backhand strike, front elbow strike, rear elbow strike, knee strike, front kick, and angle kick.
56.35 Demonstrate the following on a subject demonstrating active physical resistance or greater: shin scrape, head butt, foot stomp, groin strike, and knuckle strike.
56.36 Demonstrate how to escape from: a front extended choke, a front body hold (under the arms), a front body hold (over the arms), a rear body hold (under the arms), a rear body hold (over arms), a headlock, a rear chokehold, a football tackle, and a full nelson.
56.37 Demonstrate leg defense techniques when knocked to the ground.
56.38 Execute a proper fall and transition to a defensive ground control position when knocked to the ground.
56.39 Demonstrate a back-out escape from a side headlock.
56.40 Demonstrate how to escape while on the ground in a supine position with a subject straddling their torso.
56.41 Demonstrate how to break down a resistant subject on his hands and knees on the ground.
56.42 Demonstrate placing, securing and removing an aggressive, handcuffed subject from a police vehicle.
56.43 Identify the parts of the baton.
56.44 Demonstrate proper baton draws with the strong hand and the weak
hand to an offensive ready position and return the baton to
holder.
56.45 Demonstrate a front jab and a rear jab to a subject showing active
physical resistance or greater.
56.46 Demonstrate a proper forehand strike, a backhand strike, and a
proper two-handed strike with a baton to a subject demonstrating
active physical resistance or greater.
56.47 Demonstrate defense against a front baton grab, a rear baton grab,
a one-handed baton grab, and a two-handed baton grab.
56.48 Demonstrate a defense against an overhead strike, a straight
thrust arm bar takedown and a side slash arm bar takedown on an
attacking subject using an edged weapon.
56.49 Demonstrate the cradle retention technique against a facing
subject holding onto the handgun muzzle.
56.50 Demonstrate defending against a front and a rear holster grab.
56.51 While kneeling, demonstrate the hook and roll defense against
being disarmed.
56.52 Demonstrate front and rear disarming techniques against a subject
pointing a gun.
56.53 Identify types of chemical agents and five different deployment
systems.
56.54 Identify the anatomical part of the body where chemical agents
have the most effect and the effects of a direct chemical
discharge into the eyes.
56.55 Identify how to remain calm and evacuate yourself from the
contaminated area.
56.56 Identify how to strobe and forcefully blink the eyes and how to
continue breathing and clear sinuses.
56.57 Expose face and skin to air, water, or other available de-
contaminants.
56.58 Identify the correct responses to signs of the onset of Sudden
Death Syndrome after use of a chemical agent.
56.59 Use defensive tactics techniques as necessary to defend or protect
yourself or others against chemical agents.

57.0 CONDUCT AN EFFECTIVE NEIGHBORHOOD PATROL--The student will be able to:
57.01 Inspect, operate and review emergency, non-emergency personal and
duty equipment for acceptable condition and preventative
maintenance based on manufacturer standards and agency policy.
57.02 Identify assigned patrol area, assigned sector and vehicle
assignment using a map.
57.03 Identify how to become familiar with a patrol area and identify
repeated calls for service in a patrol area.
57.04 Record the required information, per departmental policy, to be
included on a daily patrol activity report form.
57.05 Attend local civic meetings in a patrol area and present a speech
to a neighborhood group.
57.06 Initiate crime prevention programs within a patrol area.
57.07 Refer community issues within a patrol area that are not law
enforcement related, to other government agencies and service
providers who work in, and/or have an interest in, a patrol area.
57.08 Identify and investigate types of activity, suspicious activity,
criminal activity, and civil infractions within a patrol area.
57.09 Identify problems and safety hazards within the community within a
patrol area and apply community policing initiatives.
57.10 Know the high crime locations in a patrol area and maintain a high
level of visibility.
57.11 Identify how to maintain a heightened awareness of officer safety.
57.12 Initiate citizen contacts using interpersonal skills and conduct field interviews of individuals with exposure to desired information.
57.13 Document and determine the validity of field interview information received.
57.14 Document found or turned-in articles or property and place in property storage.
57.15 Demonstrate directing traffic by hand signal, whistle, wand light or traffic light control box utilizing required safety equipment (gloves, vest, etc.).
57.16 Initiate traffic enforcement activities, including how to report damaged roadways, enforce parking regulations, issue a parking summons, and identify vehicles that should receive parking citations.
57.17 Identify how to conduct an escort of sensitive cargo, a funeral escort, and a money escort.
57.18 Given statements regarding interacting with citizens, identify the one that is the most accurate.
57.19 Given a situation regarding interacting with citizens, identify the most likely outcome.
57.20 Given statements regarding directing traffic, identify the one that is the most accurate.
57.21 Given a situation regarding directing traffic, identify the most likely outcome.
57.22 Given statements regarding parking violations, identify the one that is the most accurate.
57.23 Given a situation regarding parking violations, identify the most likely outcome.
57.24 Given statements regarding escort assignments, identify the one that is the most accurate.
57.25 Given a situation regarding escort assignments, identify the most likely outcome.
57.26 Given statements regarding speaking before a public group, identify the one that is the most accurate.
57.27 Given a situation regarding speaking before a public group, identify the most likely outcome.
57.28 Given statements regarding observing activity, identify the one that is the most accurate.
57.29 Given statements regarding patrol, identify the one that is the most accurate.
57.30 Given a patrol situation, identify the most likely outcome.
57.31 Given statements regarding maintaining a record of patrol activities, identify the one that is the most accurate.
57.32 Given a situation regarding maintaining a record of patrol activities, identify the most likely outcome.

58.0 CONDUCT A LEGAL STOP, INTERVIEW, AND RELEASE OR ARREST OF A SUSPECT--The student will be able to:
58.01 Identify officer safety concerns/issues with receiving a call, BOLO, assignment, or self-initiated activity to check an establishment for a possible wanted person, and arrival at the location of the establishment.
58.02 Receive, respond to, arrive at and assess the scene of a BOLO, assignment or self-initiated call to search for a wanted person.
58.03 Interview any witnesses and/or complainants and record all gathered information pertaining to a wanted person.
58.04 Identify and verify source(s) of information for preparation of a BOLO report for identification of a person, property, or vehicle/vessel.
58.05 Distribute BOLO report/wanted notice to appropriate personnel or agencies that will actively look for person, property, or vehicle/vessel.
58.06 Contact dispatch and identify location and distinctive characteristics of suspect regarding probable cause to arrest or observed criminal offense.
58.07 Contact dispatch and request backup in preparation for performing a frisk/pat down of a clothed subject involved in a crime/suspected crime.
58.08 Identify applicable racial, cultural, and gender issues when approaching a suspect.
58.09 Identify whether an interpreter is needed for a frisk/pat down of a clothed subject involved in a crime/suspected crime.
58.10 Establish the basis to perform a frisk/pat down of a clothed subject involved in a crime/suspected crime by observing suspect to establish reasonable suspicion.
58.11 Obtain suspect's consent verbally or in writing to establish the basis to perform a frisk/pat down of a clothed subject involved in a crime/suspected crime.
58.12 Conduct appropriate open-hand method used for a frisk/pat down of a clothed subject involved in a crime/suspected crime.
58.13 Identify what can be seized during a frisk/pat down of a clothed subject involved in a crime/suspected crime.
58.14 Identify applicable officer safety techniques and prepare to react with appropriate force and applicable defensive skills to perform a frisk/pat down of a clothed subject involved in a crime/suspected crime.
58.15 Identify gender-related issues, if applicable, pertaining to a frisk/pat down of a clothed subject involved in a crime/suspected crime.
58.16 Decide whether to arrest or release suspect involved in a crime/suspected crime that has been frisked/patted down.
58.17 Identify self when approaching a suspect.
58.18 Request identifying biographical information and a legal form of personal identification.
58.19 Conduct an FCIC/NCIC and records check, if applicable.
58.20 Locate matching information to verify suspect's identity, if applicable.
58.21 Identify suspect's ability to understand request or statement and whether an interpreter is needed.
58.22 Identify appropriate communication skills for use when approaching a suspect.
58.23 Identify a suspect with mental illness, Alzheimer's or dementia, on medication that affects comprehension or awareness, or who is mentally retarded.
58.24 Conduct an eyewitness identification ("show-up"), if applicable.
58.25 Identify how to arrange safe/secure transport of victim to a location to identify suspect.
58.26 Respond to a call, BOLO, assignment, or self-initiated activity to check an establishment for a possible wanted person.
58.27 Identify ways to obtain consent to search buildings or grounds from a property owner and when to obtain a warrant to search an establishment for a wanted person.
58.28 Arrest a wanted person after completing a check of an establishment for that person.
58.29 Identify existence of a warrant or probable cause to suspect; identify criminal charge as misdemeanor or felony, violent or non-violent; and ask if suspect/victim understands arrest charges/search procedures.
58.30 Explain search procedure to a suspect/victim.
58.31 Conduct search incident to arrest.
58.32 Select appropriate level of force, as needed, based on level of resistance encountered when restraining/handcuffing a suspect while placing under arrest.
58.33 Identify legal aspects of use of force related to fleeing felons.
58.34 Inform suspect of rights prior to custodial questioning.
58.35 Identify whether suspect/victim is mentally impaired, mentally retarded, has Alzheimer's or dementia, is on medication that affects comprehension or awareness, and/or is showing signs of extreme distress.
58.36 Review the arrest charges and provide information to family and acquaintances.
58.37 Identify area counseling service providers/directory to family members and acquaintances.
58.38 Gather/preserve evidence.
58.39 Search and secure prisoner prior to escort on foot and for transport.
58.40 Explain the charge(s), booking process and detention procedures.
58.41 Conduct prisoner transport.
58.42 Release prisoner to proper authority at a secure facility.
58.43 Identify and complete all forms required by local courts/jail/statutes for booking an arrested person.
58.44 Advise detention facility personnel of potential physical and/or mental illness and/or injuries which may require attention.
58.45 Identify juvenile arrest and booking process, if applicable.
58.46 Search transport area of transport vehicle and identify any contraband in transport area.
58.47 Refer media inquiries about an arrested person to appropriate departmental spokesperson.
58.48 Notify supervisors of the arrest if public attention or notoriety warrant.
58.49 Given statements regarding approaching a suspect, identify the one that is the most accurate.
58.50 Given a situation regarding approaching a suspect, identify the most likely outcome.
58.51 Given statements regarding contacting a suspect, identify the one that is the most accurate.
58.52 Given a situation regarding contacting a suspect, identify the most likely outcome.
58.53 Given statements regarding making an arrest, identify the one that is the most accurate.
58.54 Given a situation regarding making an arrest, identify the most likely outcome.
58.55 Given statements regarding completing an arrest, identify the one that is the most accurate.
58.56 Given a situation regarding completing an arrest, identify the most likely outcome.
58.57 Given statements regarding transporting a prisoner, identify the one that is the most accurate.
58.58 Given a situation regarding transporting a prisoner, identify the most likely outcome.
58.59 Given statements regarding processing a prisoner, identify the one that is the most accurate.
58.60 Given a situation regarding processing a prisoner, identify the most likely outcome.
58.61 Given statements regarding evaluating arrest and custody situations, identify the one that is the most accurate.
58.62 Given a situation regarding evaluating arrest and custody, identify the most likely outcome.
59.0 **APPROACH AND SEARCH A BUILDING SAFELY**--The student will be able to:

59.01 Receive notification of an alarm call or hear an audible alarm, drive vehicle to assigned patrol area, and communicate alarm call and patrol unit location to dispatch.

59.02 Identify dwellings, buildings, grounds and vehicles that should be checked, identify property owner prior to conducting a search and request the presence of a key holder at the scene.

59.03 Identify appropriate emergency lighting to use to respond timely and safely to the scene to search buildings or grounds for suspect(s).

59.04 Conduct a preliminary assessment of the scene of an alarm call and identify any suspicious vehicles/persons in the vicinity.

59.05 Determine probable cause or obtain consent to conduct a warrantless search of a dwelling, building or grounds.

59.06 Identify ways to establish perimeter of area to be searched, obvious points of entry from a position of cover, and observe behavior of security animals.

59.07 Identify ways to check interior of building or grounds with backup present and locate actual area of crime scene if a crime has been committed.

59.08 Identify ways to coordinate resources to search buildings or grounds for suspect(s) (dogs, flight, boat, SWAT).

59.09 Conduct a building or grounds search for suspect(s).

59.10 Make proper arrest if suspect found.

59.11 Identify ways to separate and secure witnesses and suspects in a building or grounds search.

59.12 Identify ways to establish a contamination list/list all persons entering/leaving area and control potential primary access or exit points.

59.13 Apply interviewing skills when speaking with establishment owner or representative, suspects or witnesses.

59.14 Write report on dwelling, building or grounds check, if appropriate.

59.15 Identify ways to revert control of the premises to the key holder.

59.16 Given statements regarding securing a location, identify the one that is the most accurate.

59.17 Given a situation regarding securing a location, identify the most likely outcome.

59.18 Given a situation regarding assessing an alarm call, identify the most likely outcome.

59.19 Given statements regarding responding to a call, identify the one that is the most accurate.

59.20 Given a situation regarding responding to a call, identify the most likely outcome.

59.21 Given statements regarding completing the assignment, identify the one that is the most accurate.

59.22 Given a situation regarding completing the assignment, identify the most likely outcome.

60.0 **INVESTIGATE A CRIME OR A DEATH BY RESPONDING TO THE INITIAL CALL AND EVALUATING THE CRIME SCENE**--The student will be able to:

60.01 Identify pertinent information regarding the crime scene to obtain from dispatch.

60.02 Identify the location of the crime scene.

60.03 Arrive at a crime scene.

60.04 Identify optimum manpower requirements based on crime scene information.

60.05 Given statements regarding initial response to a call, identify the one that is most accurate.
60.06 Given a situation regarding initial response to a call, identify the most likely outcome.

61.0 INVESTIGATE A CRIME OR A DEATH BY PROTECTING THE CRIME SCENE AND PROVIDING FOR THE SAFETY OF OFFICERS AND THE PUBLIC--The student will be able to:
61.01 Assess the scene of a crash, crime or incident.
61.02 Identify how to determine safety of officers and persons on scene while conducting a search.
61.03 Identify if suspect is on the scene.
61.04 Identify if persons on scene might be armed.
61.05 Identify the nature and extent of injuries and/or conditions of persons present and request medical assistance, if necessary.
61.06 Identify conditions/variables present at a crime scene.
61.07 Continue investigation of a crash, crime, or incident scene if appropriate or relinquish investigation when assistance arrives based on agency policy.
61.08 Identify legal and physical jurisdictional boundaries of crash, crime, or incident scene based on agency policy.
61.09 Identify conditions for transferring jurisdiction at a crash, crime, or incident scene with multiple jurisdictional boundaries.
61.10 Determine probable extent of a crime scene to be secured, including additional surrounding areas.

62.0 INVESTIGATE A CRIME OR A DEATH BY INTERVIEWING VICTIM(S), COMPLAINANT, AND WITNESSES--The student will be able to:
62.01 Identify appropriate agency personnel to respond to a crime scene.
62.02 Brief the supervisor and/or arriving personnel at a crime scene.
62.03 Identify a controlled area at a crime scene.
62.04 Direct media to the assigned authorized spokesperson at a crime scene.
62.05 Identify when an officer has the right to detain a person at a crime scene.
62.06 Separate and secure victims, witnesses, and suspects to interview at a crime scene.
62.07 Identify and interview suspects, witnesses, and victims at a crash, crime, or incident scene.
62.08 Identify how to follow agency procedure for arrest if positive identification is received.
62.09 Identify how to tailor interactions to respect the special characteristics and needs of various populations at a crime scene.
62.10 Identify the Florida Statute requiring provision of victim services information to victims.
62.11 Identify how to provide crime victim with appropriate referral information.
62.12 View injuries at a scene firsthand for evidence or testimony and determine if injuries relate to a crime.
62.13 Identify lead paramedic on scene and request any necessary information from doctor or ambulance personnel to conduct investigation.
62.14 Recognize relevant evidence at an incident involving injuries, an injured person, and initial information from involved parties.
62.15 Photograph the injuries.
62.16 Given statements regarding victims, witnesses, and suspects, identify the one that is most accurate.
62.17 Given a situation regarding victims, witnesses, and suspects, identify the most likely outcome.
INVESTIGATE A CRIME OR A DEATH BY COLLECTING EVIDENCE AND GATHERING INTELLIGENCE INFORMATION--The student will be able to:

63.01 Identify the nature of the scene and locate primary evidence recovery sites.
63.02 Protect crime scene until location is photographed and/or documented.
63.03 Identify number of access points at the scene to secure.
63.04 List all persons entering or leaving the area with dates and times.
63.05 Coordinate all persons and their particular assignments at a crash, crime, or incident scene.
63.06 Identify the time frame of the assignment.
63.07 Identify persons required on the scene.
63.08 Identify how to restrict access to authorized, needed persons only at a crime scene.
63.09 Continue to develop information through the use of field notes while protecting the scene.
63.10 Identify type of crime for which to conduct a search.
63.11 Identify types of evidence typically associated with certain types of crimes.
63.12 Identify how to review field notes and victim and/or witness statements at the scene for indicators of entry.
63.13 Identify how to review evidence observed during survey of scene.
63.14 Identify the starting point for processing the scene, which is both consistent and compatible with the ongoing investigation.
63.15 Identify how to assess the perimeter for size, type of structure, or property to search.
63.16 Identify the type of search to conduct (general walk through, spiral, grid, zone, line, or pie).
63.17 Notify headquarters of the search plan and resources being used.
63.18 Notify appropriate parties of the results of the search.
63.19 Determine when crime scene team should conduct search.
63.20 Identify the extent of evidence to collect, the difficulty of collecting the evidence, and if the officer has the knowledge and resources available to collect problem evidence.
63.21 Identify the severity of the crime.
63.22 Identify resources that can be used for the search and how to contact other agencies for assistance, if possible, per mutual aid agreement for specialized assistance.
63.23 Receive confirmation of resources available to conduct search and wait for resources to arrive to conduct search.
63.24 Identify how to coordinate resources at the scene of a search and how to communicate with search resources.
63.25 Identify how to define, recognize, and locate evidence.
63.26 Conduct a search for evidence.
63.27 Prevent subject from concealing or destroying illegal substances by restraining suspect.
63.28 Identify the area(s) to be searched for a wanted person and set a perimeter and type of search pattern based on available officers, if applicable.
63.29 Identify the type of terrain to be covered, terrain/weather conditions/hazards and lighting conditions requiring specialized assistance.
63.30 Identify the types of transportation available to the wanted person.
63.31 Request additional specialized assistance, if appropriate, to search for a wanted person (canine, SWAT/SRT/TAC, aviation and marine support).
63.32 Plan for protection against potential risks and defend against firearms/weapons attacks.
63.33 Use defensive tactics as needed based on the wanted person's levels of resistance.
63.34 Identify the difference between public and private property and determine if a search warrant is required or if the evidence can be seized pursuant to consent or under the "plain view" doctrine.
63.35 Identify the factors involved in obtaining a valid consent to search.
63.36 Identify options if the "plain view" doctrine does not apply and you cannot obtain consent to conduct a search.
63.37 Identify the types of surfaces to be processed and examine surfaces to determine the method of latent print development and collection.
63.38 Identify how to notify the crime scene unit for assistance required in processing the scene.
63.39 Photograph latent prints before attempting to lift, when required by agency.
63.40 Develop and lift the developed latent prints.
63.41 Identify pertinent information to record on the back of the card without damaging the print.
63.42 Identify how to fingerprint persons from crime scene.
63.43 Verify arrested subject's identification with photo ID.
63.44 Print impressions (fingerprint card), including major case palm prints, if necessary.
63.45 Identify how to place collected prints into evidence and how to submit prints to FDLE or other qualified agency for comparison to databases.
63.46 Identify special handling procedures based on the evidence type.
63.47 Identify protective clothing to wear when collecting evidence.
63.48 Identify applicable tools, equipment, and packaging.
63.49 Collect and preserve the evidence.
63.50 Seal and label evidence and/or packaging collected at a crime scene.
63.51 Make sure chain of custody is protected.
63.52 Determine if evidence found during a search can be properly collected by officer or if crime unit should collect evidence.
63.53 Collect specific and accurate descriptive details on property or persons involved in the crime.
63.54 Identify what are pertinent facts and missing or incomplete information related to a crime involving persons or property.
63.55 Prepare the evidence receipt to protect chain-of-custody and to note details.
63.56 Prepare a crime scene report.
63.57 Complete a laboratory analysis request on the appropriate submission form.
63.58 Select an available location to maintain evidence receipts and notes according to agency policy.
63.59 Identify the persons required to handle the evidence.
63.60 Identify transport procedures for evidence according to agency procedures.
63.61 Transport evidence and submit to the designated evidence reception point.
63.62 Identify all participants to debrief following a crash, crime, or incident scene.
63.63 Given statements regarding collecting latent fingerprints, identify the one that is most accurate.
63.64 Given a situation regarding collecting latent fingerprints, identify the most likely outcome.
63.65 Given statements regarding protecting the crime scene, identify the one that is most accurate.
63.66 Given a situation regarding protecting the crime scene, identify the most likely outcome.
63.67 Given statements regarding surveying the crime scene, identify the one that is most accurate.
63.68 Given a situation regarding surveying the crime scene, identify the most likely outcome.
63.69 Given statements regarding evidence handling procedures, identify the one that is most accurate.
63.70 Given a situation regarding evidence handling procedures, identify the most likely outcome.
63.71 Given statements regarding documenting evidence collection, identify the one that is most accurate.
63.72 Given a situation regarding documenting evidence collection, identify the most likely outcome.
63.73 Given statements regarding transporting evidence, identify the one that is most accurate.
63.74 Given a situation regarding transporting evidence, identify the most likely outcome.

64.0 **INVESTIGATE A CRIME OR A DEATH BY PREPARING RELATED REPORTS AND BUILDING A CASE FILE**--The student will be able to:
64.01 Identify and select the appropriate photographic equipment to record the overall crime/accident scene.
64.02 Photograph the crime/accident scene in its natural state to accurately represent the scene.
64.03 Identify purpose of identifier for size, location, width, height, and length, or for labeling evidence.
64.04 Photograph scene/evidence with the insertion of an identifier.
64.05 Complete the notes and data for all photographs.
64.06 Identify how to diagram a crime scene and how to record evidence collected in crime scene notes and sketches.
64.07 Organize an investigative case file in categorical order.
64.08 Review all notes and reports on preliminary investigations conducted for pertinent information and determine value of new information and leads.
64.09 Identify how to determine an area to be canvassed by contacting new leads, witnesses and neighbors; examining new evidence; and walking the perimeter of a scene to define area.
64.10 Continue contact with crime lab and/or crime laboratory analysts to discover any new information or trace evidence on case and document updated information, files, or records.
64.11 Given statements regarding photographing/sketching the crime scene, identify the one that is most accurate.
64.12 Given a situation regarding photographing/sketching the crime scene, identify the most likely outcome.
64.13 Given statements regarding reviewing initial information and pursuing leads, identify the one that is most accurate.
64.14 Given a situation regarding reviewing initial information and pursuing leads, identify the most likely outcome.

65.0 **INVESTIGATE A CRIME OR A DEATH BY ESTABLISHING A SUSPECT’S IDENTITY THROUGH THE USE OF INFORMANTS AND/OR PHOTOGRAPHIC OR LIVE LINEUPS**--The student will be able to:
65.01 Identify sources of information to identify a person.
65.02 Identify how to relate peculiarities of crime to known propensities of suspect.
65.03 Compare other physical evidence to establish identity without fingerprint information.
65.04 Identify Florida procedures and substantive law for live or photograph lineups.
65.05 Identify the agency procedures for showing photographs/composites to a witness or victim in relation to photographic lineups.
65.06 Identify how to prepare a photo affidavit, if applicable.
65.07 Arrange for a composite drawing to be made to identify a subject from witness or victim’s description, if subject not identified in photos.
65.08 Identify how to request/obtain a subpoena through the state attorney’s office.
65.09 Compile all information on known or suspected offenders into an intelligence package, if necessary.
65.10 Identify intelligence file organization required by agency on known or suspected offenders – either sequential or categorical.
65.11 Identify departmental policy and procedures in the use of informants.
65.12 Identify when a subpoena, to obtain medical information about injuries, is appropriate.
65.13 Identify how to make contact with medical personnel to arrange an interview within their schedule.
65.14 Determine the requirement for tests on blood and urine samples.
65.15 Identify how to file the request for a subpoena or court order, to obtain medical information on a person, through the State Attorney’s Office.
65.16 Arrange for blood or urine samples to be drawn for testing by qualified medical personnel, following agency policy.
65.17 Given statements regarding using informants, identify the one that is most accurate.
65.18 Given a situation regarding using informants, identify the most likely outcome.
65.19 Given statements regarding obtaining medical evidence, identify the one that is most accurate.
65.20 Given a situation regarding obtaining medical evidence, identify the most likely outcome.
65.21 Given statements regarding establishing suspect’s identity, identify the one that is most accurate.
65.22 Given a situation regarding establishing suspect’s identity, identify the most likely outcome.
65.23 Given statements regarding photographic or live lineups, identify the one that is most accurate.
65.24 Given a situation regarding photographic or live lineups, identify the most likely outcome.
65.25 Given statements regarding gathering intelligence on suspects, identify the one that is most accurate.
65.26 Given a situation regarding gathering intelligence on suspects, identify the most likely outcome.

66.0 INVESTIGATE A CRIME OR A DEATH BY REQUESTING AND EXECUTING A SEARCH WARRANT AND AN ARREST WARRANT--The student will be able to:
66.01 Explain warrant, capias, writ, or subpoena.
66.02 Identify when a search warrant is required for seizure or confiscation of evidence.
66.03 Determine whether probable cause exists to indicate that the items sought are connected with criminal activity and that the items will be found in the place to be searched.
66.04 Write essential facts required in an affidavit.
66.05 Request review by the State Attorney’s Office, if necessary.
66.06 Present affidavit to the judge or magistrate.
66.07 Confirm contents of warrant for accuracy and validity.
66.08 Prepare strategic and tactical plan, within agency guidelines, for serving warrant.
66.09 Serve a search warrant or obtain consent to seize or confiscate evidence.
66.10 Photograph, sketch, or describe location of found items.
66.11 Identify how to document location of evidence in report.
66.12 Identify items collected not listed in warrant.
66.13 Identify how to complete receipt form and inventory form.
66.14 Identify requirements per Florida Statutes for leaving a search warrant at the site.
66.15 Identify how to return receipt to person who owns seized items.
66.16 Ensure return of warrant copy to Judge or Circuit Clerk of Court.
66.17 Identify the basic elements needed to obtain an arrest warrant.
66.18 Prepare the misdemeanor or felony complaints required for an arrest.
66.19 Identify how to complete an affidavit for an arrest warrant.
66.20 Prepare a probable cause affidavit.
66.21 Deliver the complaint to the State Attorney’s Office for review.
66.22 Present a sworn affidavit to the magistrate or appropriate court authority.
66.23 File an affidavit with the Clerk of the Court.
66.24 Have warrant entered into FCIC/NCIC.
66.25 Plan arrest techniques or tactics, using officer safety considerations.
66.26 Arrest suspect, as required.
66.27 Review bonding procedure.
66.28 Given statements regarding obtaining search warrants, identify the one that is most accurate.
66.29 Given a situation regarding obtaining search warrants, identify the most likely outcome.
66.30 Given statements regarding executing search warrants, identify the one that is most accurate.
66.31 Given a situation regarding executing search warrants, identify the most likely outcome.
66.32 Given statements regarding obtaining arrest warrants, identify the one that is most accurate.
66.33 Given a situation regarding obtaining arrest warrants, identify the most likely outcome.
66.34 Given statements regarding executing arrest warrants, identify the one that is most accurate.
66.35 Given a situation regarding executing arrest warrants, identify the most likely outcome.

67.0 INVESTIGATE A CRIME OR A DEATH BY FOLLOWING SPECIFIC PROCEDURES WHEN A DEATH HAS OCCURRED DUE TO A CRIME OR NATURAL CAUSES--The student will be able to:
67.01 Identify the activities the first responder should initiate.
67.02 Identify agency policy on investigation of death.
67.03 Assess the situation prior to approaching the dead body.
67.04 Identify possible hazards of a crime scene involving a deceased person.
67.05 Detect indications of death.
67.06 Conduct an initial assessment of criminal, accidental, or natural cause of death.
67.07 Identify if an approach would destroy or contaminate evidence.
67.08 Identify what body retrieval methods are best under which circumstances.
67.09 Identify how to notify specialized units and medical examiner for the locating or retrieving of a body.
67.10 Conduct lawful search to identify deceased (if applicable).
67.11 Get medical confirmation of death.  
67.12 Identify if trauma occurred.  
67.13 Identify how to interview witnesses, victim's family, and complainant(s).  
67.14 Identify causes of sudden death among children.  
67.15 Identify the community resources available to parents and caregivers.  
67.16 Identify potential emotional responses of parents and caregivers or the first responder to the sudden and unexpected death of an infant.  
67.17 Record deceased person's personal effects on appropriate forms.  
67.18 Gather all information about deceased.  
67.19 Identify if a search warrant is needed.  
67.20 Identify how to analyze witness statements that indicate possible cause of death.  
67.21 Locate doctor, coroner, or medical examiner regarding death notifications.  
67.22 Obtain name, address, and phone number of next of kin for a death notification.  
67.23 Obtain clergy, and/or Victim Advocate, if appropriate and known for a death notification.  
67.24 Notify victim's family of death.  
67.25 Identify how to locate medical cards (identification, appointment cards, insurance).  
67.26 Give no statements to the news media unless authorized.  
67.27 Given statements regarding body and personal effects identification, identify the one that is most accurate.  
67.28 Given statements regarding body and personal effects identification, identify the most likely outcome.  
67.29 Given statements regarding death notifications and body retrievals, identify the one that is most accurate.  
67.30 Given statements regarding death notifications and body retrievals, identify the most likely outcome.  
67.31 Given statements regarding locating a body, identify the one that is most accurate.  
67.32 Given statements regarding locating a body, identify the most likely outcome.  

68.0 DETERMINE THE APPROPRIATE RESPONSE TO A DOMESTIC VIOLENCE SCENE BASED ON FACTORS PRESENTED IN THE SITUATION PRIOR TO AND UPON ARRIVAL AT THE SCENE—The student will be able to:  
68.01 Identify applicable Florida Statutes to family disputes and to domestic violence.  
68.02 Identify if domestic violence is occurring in the home.  
68.03 Identify a victim of domestic violence.  
68.04 Identify how to apply officer safety techniques in a family dispute incident.  
68.05 Locate presence, and take control, of weapons/firearms.  
68.06 Identify how to determine if subjects are injured.  
68.07 Identify how to apply human diversity issues to a domestic violence incident.  
68.08 Discuss dispute with each person separately, cite law violations, if any, and counsel individuals on possible course of action for problem resolution.  
68.09 Given statements regarding investigating a domestic dispute, identify the one that is most accurate.  
68.10 Given situation regarding investigating a domestic dispute, identify the most likely outcome.  
68.11 Given statements regarding responding to a domestic violence, identify the one that is most accurate.
68.12 Given a situation regarding responding to a domestic violence, identify the most likely outcome.

69.0 **PREPARE QUESTIONS APPROPRIATE FOR INTERVIEWING A CHILD AND A SUSPECT IN A CHILD ABUSE INVESTIGATION**—The student will be able to:

69.01 Identify domestic violence situations where subject may become violent or situation may become volatile.
69.02 Identify how to recognize behavioral indicators of calm and emotional distress.
69.03 Respond to a person being threatened or victimized.
69.04 Identify how to observe for violations.
69.05 Identify how to obtain information for documentation.
69.06 Discuss dispute with each person separately, citing law violation, if any, and counseling individuals on possible course of action, sources for problem resolution.
69.07 Identify Florida Statute(s) in violation.
69.08 Bring all persons involved within hearing distance if they have calmed down (and a no arrest situation exists).
69.09 Identify the requirements to issue information to domestic violence victims per section 741.29, F.S.
69.10 Make an arrest, if applicable.
69.11 Identify domestic violence release of arrested person, if applicable.
69.12 Identify how to explain options if there is no arrestable violation.
69.13 Identify how to explain injunction process and ability to take civil action.
69.14 Identify how to explain warrant process.
69.15 Identify family assistance resources available.
69.16 Identify how to consider use of Victim Advocate to assist in placement of abused person into a safe shelter.
69.17 Given statements regarding investigating a domestic violence scene, identify the one that is most accurate.
69.18 Given a situation regarding investigating a domestic violence scene, identify the most likely outcome.
69.19 Given statements regarding making an arrest in a domestic violence situation, identify the one that is most accurate.
69.20 Given a situation regarding making an arrest in a domestic violence situation, identify the most likely outcome.
69.21 Given statements regarding completing a possible domestic violence investigation, identify the one that is most accurate.
69.22 Given a situation regarding completing a possible domestic violence investigation, identify the most likely outcome.

70.0 **DETERMINE THE APPROPRIATE CHARGE BASED ON INFORMATION PRESENTED IN A CHILD ABUSE INVESTIGATION**—The student will be able to:

70.01 Notify dispatcher of arrival, if joining Department of Children and Family Services (DCFS) to move an abused person.
70.02 Identify how to interview DCFS worker to obtain information regarding suspected child abuse allegations.
70.03 Identify how to survey the scene and apply officer safety techniques, if needed.
70.04 Initiate contact with victim.
70.05 Identify how to intervene for victim or threatened person if subject/suspect is present.
70.06 Identify indicators of child abuse.
70.07 Identify how to secure suspect, if present.
70.08 Apply first aid or obtain medical attention for the victim(s).
70.09 Identify local agreement or agency policy on interview procedures.
70.10 Interview the parent or guardian of the child.
70.11 Conduct a criminal investigation.
70.12 Identify how to determine allegations made by the victim and whether to continue or relinquish investigation.
70.13 Identify type of evidence to search for at a crime scene.
70.14 Identify how to collect and preserve all evidence.
70.15 Identify how to obtain sworn statements, factual information, and evidence from involved persons or witnesses.
70.16 Identify how to contact school personnel.
70.17 Make arrest, if appropriate.
70.18 Identify how to report information per Florida Statutes.
70.19 Assist DCFS in removing child, if appropriate.
70.20 Given statements regarding investigating a possible child abuse situation, identify the one that is most accurate.
70.21 Given a situation regarding investigating possible child abuse, identify the most likely outcome.
70.22 Given statements regarding interviewing subjects and collecting evidence in a possible child abuse situation, identify the one that is most accurate.
70.23 Given a situation regarding interviewing subjects and collecting evidence in a possible child abuse, identify the most likely outcome.

71.0 **DETERMINE, AS A RESPONDING OFFICER TO A POSSIBLE ABUSE SITUATION, IF AN ELDERLY OR DISABLED ADULT IS THE VICTIM OF NEGLECT, EXPLOITATION, AND/OR ABUSE**—The student will be able to:

71.01 Identify how to verify that a person is being threatened or victimized.
71.02 Identify Florida Statutes requirements for abuse.
71.03 Identify how to take action as required to protect victim or threatened person.
71.04 Apply first aid or obtain medical assistance, if necessary.
71.05 Identify how to apply officer safety techniques when moving an abused person.
71.06 Identify how to be sensitive to victim needs and reactions.
71.07 Given statements regarding investigating a possible elder abuse situation, identify the one that is most accurate.
71.08 Given a situation regarding investigating a possible elder abuse situation, identify the most likely outcome.

72.0 **USE APPROPRIATE INTERVIEWING TECHNIQUES TO COMMUNICATE WITH AN ELDERLY OR DISABLED ADULT**—The student will be able to:

72.01 Identify the suspect or threat to victim.
72.02 Separate persons involved using verbal command or physical techniques, if necessary.
72.03 Identify how to speak to an abused person in reassuring terms.
72.04 Identify appropriate interview adjustments for children, persons with mental illness, retardation or elderly persons.
72.05 Identify proper interviewing techniques according to Florida Juvenile Handbook for interviewing juveniles.
72.06 Identify if a person is on medication that affects comprehension or awareness.
72.07 Identify if a medical alert bracelet or support group membership card is present.
72.08 Identify if a crime has been committed.
72.09 Advise Department of Children and Families, if necessary.
72.10 Given statements regarding communicating and interviewing persons involved in an abuse situation, identify the one that is most accurate.
72.11 Given a situation regarding communicating and interviewing persons involved in an abuse situation, identify the most likely outcome.
DETERMINE THE APPROPRIATE LAW ENFORCEMENT ACTION TO TAKE IN AN ADULT ABUSE INVESTIGATION BASED ON INFORMATION PRESENTED IN THE SITUATION--The student will be able to:

73.01 Identify how to attend to any medical condition, as necessary, in a situation of abuse, neglect, or exploitation of a disabled adult or elderly person.

73.02 Identify how to provide support to meet the needs of abuse victim(s) and witness(es) including how to contact Victim Advocacy, crisis counseling, and other support services.

73.03 Identify transportation available to safe shelter, if appropriate, from law enforcement, medical transport, relative or friend.

73.04 Review field notes and prepare report(s) to document the reasons for protection.

73.05 Given statements regarding making an abuse victim safe, identify the one that is most accurate.

73.06 Given a situation regarding making an abuse victim safe, identify the most likely outcome.

73.07 Given statements regarding transporting an abuse victim and writing the report, identify the one that is most accurate.

73.08 Given a situation regarding transporting an abuse victim and writing the report, identify the most likely outcome.

RECORD THE ACTIONS TO TAKE IN RESPONSE TO A MISSING, EXPLOITED OR ENDANGERED PERSONS SITUATION--The student will be able to:

74.01 Receive, respond to and arrive at a call, BOLO, or assignment to search for a missing, lost, or endangered person.

74.02 Identify statutory requirements of law enforcement agencies for a missing child report.

74.03 Assess the scene.

74.04 Obtain descriptive data of missing, lost, or endangered person, including a photo if available.

74.05 Identify possible physical or psychological problems of missing, lost, or endangered person.

74.06 Identify the cause of the search for a missing, lost, or endangered person.

74.07 Conduct a records check on a missing, lost, or endangered person.

74.08 Choose the areas to be searched, and develop a search plan.

74.09 Assess terrain/weather hazards.

74.10 Determine if a subject is at an establishment to be searched.

74.11 Choose the correct type of search, interior or exterior.

74.12 Notify headquarters of location and search assignment.

74.13 Conduct an initial search.

74.14 Record information, as needed, for a missing person.

74.15 Locate missing person or notify supervisor if subject is not found.

74.16 Render or obtain necessary medical attention to recovered missing person.

74.17 Transport recovered missing person, if applicable.

74.18 Notify family members, headquarters and interested parties of results of completed search.

74.19 If found, cancel missing person from FCIC/NCIC database.

74.20 Turn investigation over to appropriate agency personnel after unsuccessful initial search.

74.21 Given statements regarding an investigation of a missing person, identify the one that is most accurate.

74.22 Given a situation regarding an investigation of a missing person, identify the most likely outcome.

74.23 Given statements regarding a search for a person, identify the one that is most accurate.
74.24 Given a situation regarding a search for a person, identify the most likely outcome.

75.0 **MAKE AN UNKNOWN RISK TRAFFIC STOP**--The student will be able to:

75.01 Position the patrol vehicle in a safe location to observe traffic for violations of Chapters 316 and 320, F.S.
75.02 Define discriminatory profiling and discuss the real and perceived problems faced by minorities affected by discriminatory profiling.
75.03 Relate constitutional and case laws that impact how and when traffic stops are conducted.
75.04 Identify officer behavior that can help to minimize tension and maximize the cooperation of citizens during a traffic stop.
75.05 Demonstrate, in role playing situations, the characteristics of a professional traffic stop.
75.06 Identify the Florida Statutes that govern the operation of emergency vehicle lights and siren.
75.07 Demonstrate officer safety techniques when interviewing a suspicious person.
75.08 Determine if there is a medical emergency and request medical assistance for traffic violator, if necessary.
75.09 Arrange assistance for a mentally ill driver requiring treatment.
75.10 Request documents/information (driver's license, registration, insurance and other identifying documents).
75.11 Explain the nature of the specific traffic offense, violator's responsibility to adhere to traffic laws and local ordinances, and proper driving procedures.
75.12 Complete appropriate traffic stop and traffic violation report forms.
75.13 Issue a traffic citation, warning or make an arrest as appropriate.
75.14 Explain the citation to the violator and give options for the violator's handling of the citation.
75.15 Identify the violation for refusal to sign the citation.
75.16 Define violations of Florida Statutes and municipal ordinances relating to unattended or abandoned vehicles.
75.17 Contact the complainant, if necessary.
75.18 Request a vehicle check to determine ownership and identify if the owner will move the vehicle.
75.19 Identify if a vehicle tag is improper or unattached tag according to Florida Statutes.
75.20 Examine the vehicle to determine if it is abandoned, stolen and/or vandalized.
75.21 Identify signs of forced entry and recent damage.
75.22 Determine changed or altered vehicle identification number (VIN).
75.23 Determine requirement to remove vehicle based on violation of Florida Statutes.
75.24 Given statements regarding identifying a violation, identify the one that is most accurate.
75.25 Given a situation regarding identifying a violation, identify the most likely outcome.
75.26 Given statements regarding discriminatory profiling and professional traffic stops, identify the one that is most accurate.
75.27 Given a situation regarding discriminatory profiling and professional traffic stops, identify the most likely outcome.
75.28 Given statements regarding initiating a stop, identify the one that is most accurate.
75.29 Given a situation regarding initiating a traffic stop, identify the most likely outcome.
75.30 Given statements regarding conducting a stop, identify the one that is most accurate.
75.31 Given a situation regarding conducting a stop, identify the most likely outcome.
75.32 Given statements regarding completing the stop, identify the one that is most accurate.
75.33 Given a situation regarding completing the stop, identify the most likely outcome.
75.34 Given statements regarding assessing the situation, identify the one that is most accurate.
75.35 Given a situation regarding assessing the situation, identify the most likely outcome.

76.0 **PERFORM A SEARCH AND AN INVENTORY OF A VEHICLE**—The student will be able to:
76.01 Identify when authorized to conduct a search and/or inventory of a vehicle and what to search for in an abandoned vehicle.
76.02 Search and inventory an abandoned vehicle to be towed.
76.03 Identify the type of crime involved based on evidence.
76.04 Request vehicle tow services according to agency policy.
76.05 Identify if a hold and release is required for an illegally parked unattended or abandoned vehicle.
76.06 Notify dispatch when the illegally parked unattended or abandoned vehicle is removed by the tow truck.
76.07 Advise the owner that the illegally parked unattended or abandoned vehicle was removed at owner's expense.
76.08 Explain the reason for the search, inventory and towing of the towed vehicle to the owner.
76.09 Prepare appropriate citation for an illegally parked or abandoned vehicle, if necessary.
76.10 Complete the appropriate report for a vehicle that has been towed, when required.
76.11 Determine if abandoned vehicles are an ongoing problem at a location with records of prior abandoned vehicles.
76.12 Secure the illegally parked unattended or abandoned vehicle as evidence, if necessary.
76.13 Locate the identification information on property using license tag, serial numbers, VIN, records, or identification marks.
76.14 Identify reason for a search of a lawfully detained vehicle.
76.15 Identify the authority to search based on probable cause, consent, warrant, search incident to arrest or vehicle inventory exception.
76.16 Identify items to be inspected or searched in a lawfully detained vehicle with possible contraband or evidence.
76.17 Inform vehicle operator/occupants of authority to search vehicle, occupants or operator during a traffic stop.
76.18 Request that operator/occupants of a lawfully detained vehicle turn off engine, exit, and unlock all compartments or cargo areas, if appropriate.
76.19 Identify steps to take to apply departmental policies and procedures to the seizure, impoundment, or forfeiture incident.
76.20 Identify if a search or processing of the confiscated or impounded vehicle is required.
76.21 List the elements of Chapter 932, Florida Statutes.
76.22 Make timely notification to appropriate authority to begin forfeiture procedures or return property to owner.
76.23 Given statements regarding inventorying and towing a vehicle, identify the one that is most accurate.
76.24 Given a situation regarding inventorying and towing a vehicle, identify the most likely outcome.
76.25 Given statements regarding clearing, searching and securing the vehicle, identify the one that is most accurate.
76.26 Given a situation regarding clearing, searching and securing the vehicle, identify the most likely outcome.

77.0 **MAKE A HIGH RISK TRAFFIC STOP**--The student will be able to:

77.01 Identify a suspect vehicle from briefing, bulletin, or radio communication, or encountering vehicles on the street and notify dispatch.
77.02 Request back up or assistance and maintain radio contact with units responding to a suspect vehicle (moving or stationary).
77.03 Identify a safe site to stop a suspect vehicle that is away from heavy vehicle traffic, has a line of unobstructed sight, and has adequate roadway width to accommodate two patrol vehicles.
77.04 Identify the proper position and distance between patrol vehicles and the felony suspect's vehicle for the stop.
77.05 Take cover using the patrol vehicles.
77.06 Determine if pursuit of a fleeing vehicle is legal, feasible, necessary and meets department criteria.
77.07 Maneuver the patrol vehicle appropriately and defensively with awareness of potential danger to life and property and based on department policy.
77.08 Determine if the vehicle pursuit situation is escalating to the endangerment of the officer.
77.09 Notify dispatcher of vehicle location at the termination of the pursuit with the apprehension of the driver.
77.10 Assume command of a high risk traffic stop situation.
77.11 Identify officer safety techniques to apply during a stopped felony suspect vehicle with suspect(s) secure.
77.12 Complete the appropriate report form(s) for the pursuit.
77.13 Complete the appropriate report(s) for a high risk traffic stop incident.
77.14 Given statements regarding identifying a high risk traffic stop, identify the one that is most accurate.
77.15 Given a situation regarding identifying a high risk traffic stop, identify the one that is most likely outcome.
77.16 Given statements regarding initiating the stop, identify the one that is most accurate.
77.17 Given a situation regarding initiating the stop, identify the most likely outcome.
77.18 Given statements regarding applying a tactical approach, identify the one that is most accurate.
77.19 Given a situation regarding applying a tactical approach, identify the most likely outcome.

78.0 **ACCURATELY ADMINISTER THE STANDARDIZED FIELD SOBRIETY EXERCISES**--The student will be able to:

78.01 Identify driving patterns that are characteristic of an impaired operator; swerving, weaving and/or drifting on a roadway.
78.02 Identify the speech; motor coordination (walking, standing, fidgeting); odors of alcoholic beverages, urine or drugs; and other general observations that would assist in determining an individual's ability to operate the vehicle.
78.03 Maintain visual observation of an operator's physical condition and/or mental/medical condition and identify signs of intoxication in the operator's responses to basic questions.
78.04 Ask the operator if he or she has any physical problems that would interfere with the administration of the standardized field sobriety exercises.
Administer the standardized field sobriety exercises as authorized by agency policy and Florida Statutes.

Identify guidelines established by the National Highway Traffic Safety Administration for the administration of the additional field sobriety exercises.

Determine the operator's ability to operate a vehicle based on the results of the standardized field sobriety exercises and officer's total observation.

Identify appropriate violation of Florida Statute(s) for lawful detainment of a vehicle operator.

Complete reports as required for lawful detainment of a vehicle operator.

Notify family or other responsible persons through dispatch, when appropriate, of the reason for the traffic stop and arrange for family or friend to remove the vehicle.

Identify crash scene evidence that is characteristic of an intoxicated operator.

Release, cite, or arrest operator within a reasonable time.

Identify the necessity of a lawful vehicle checkpoint.

Complete report forms for a traffic stop, arrested driver and a vehicle which is to be impounded.

Given statements regarding indicators of the impaired driver, identify the one that is most accurate.

Given a situation regarding indicators of the impaired driver, identify the most likely outcome.

Given statements regarding administering the standardized field sobriety exercises, identify the one that is most accurate.

Given a situation regarding administering the standardized field sobriety exercises, identify the most likely outcome.

LOCATE DAMAGED TRAFFIC WAY, DETERMINE CORRECTIVE MEASURES, AND APPLY PROPER SAFETY PROCEDURES TO PROTECT THE PUBLIC--The student will be able to:

Assess the traffic crash scene for dangers or hazards.

Locate vehicle or property damaged in the crash.

Identify the best location to park the patrol vehicle at a crash, crime or incident scene to maintain safety and protect scene.

Identify appropriate emergency lighting.

Assess requirements for additional aid at a traffic crash scene.

Notify dispatch of traffic crash information, if required.

Identify conditions and agency policy for transferring jurisdiction of a crash, crime, or incident scene with multi-jurisdictional boundaries.

Identify safety or security risk to property at a property damage incident.

Request communications center to check file for contact person at a property damage incident.

Ensure that field notes are taken at a crash, crime, or incident scene.

Brief the supervisor or other arriving personnel at a crash, crime, or incident scene.

Identify if the vehicle was involved in a fatality at a traffic crash scene.

Identify safe ways to evacuate people from a vehicle on fire.

Identify the types of fires that the issued fire extinguisher can extinguish.

Set out traffic cones, flares, barricades, or other warning devices with caution along a roadway with damage or hazard.

Position vehicle and/or warning devices to route traffic around the roadblock.
79.17 Identify safety considerations for the responding officer in a hazardous materials situation and request the Department of Transportation's hazardous material identification placard information.

79.18 Identify agency responsible for the removal/repair of roadway damage or obstructions.

79.19 Given statements regarding responding to the call, identify the one that is most accurate.

79.20 Given a situation regarding responding to the call, identify the most likely outcome.

79.21 Given statements regarding protecting the scene, identify the one that is most accurate.

79.22 Given a situation regarding protecting the scene, identify the most likely outcome.

80.0 COORDINATE ACTIVITIES AT THE CRASH, CRIME, OR INCIDENT SCENE AND COVER ALL AREAS OF INVESTIGATION IN A TIMELY MANNER--The student will be able to:

80.01 Identify all involved parties at a traffic crash.

80.02 Obtain the driver's license, registration, and proof of insurance from the vehicle operator(s).

80.03 Select a safe location to move all witnesses, operators, and victims.

80.04 Interview witnesses, operators, and victims and obtain statements from involved parties.

80.05 Identify ownership of vehicles by tag, VIN verification, registration, etc. through FCIC/NCIC.

80.06 Advise owner of appropriate actions to take to safeguard damaged property.

80.07 Identify requirements of the law for the exchange of information on a driver information exchange form, display of driver's license, insurance information and registration requirements.

80.08 Explain relevant vehicle operation laws to operators.

80.09 Explain where copies of the crash reports can be obtained.

80.10 Identify what evidence must be collected.

80.11 Identify the point(s) of impact on the vehicle(s).

80.12 Identify contact, induced damage and pre-existing damage.

80.13 Identify each vehicle's action based on crash scene, reports of witness interviews and physical evidence.

80.14 Verify the point where the crash occurred based on physical evidence at a scene.

80.15 Identify types of marks on road, gouges, scrapes, runoffs, fluid trails, and debris on road and whether to measure.

80.16 Identify a skid mark loading point, scuff marks, yaw mark(s), offset marks, and tire prints.

80.17 Identify if cause of crash is due to faulty equipment.

80.18 Identify weather conditions, posted speed limits and operation of traffic control devices during a crash scene investigation.

80.19 Identify road conditions at time of crash.

80.20 Identify damage to property at a property damage incident.

80.21 Identify the type of crash, crime or incident scene.

80.22 Identify violations of traffic laws.

80.23 Preserve physical evidence at a crash scene.

80.24 Take photos of vehicle(s) at traffic crash scene, if necessary.

80.25 Order drivers exam retest for mental or medical reasons, if required according to 322.221, F.S. or department policy.

80.26 Describe the key events of a crash on a DHSMV uniform crash report and HSMV 90003 form.

80.27 Diagram the crash, using a crash template, on the report form.
80.28 Given statements regarding obtaining statements, identify the one that is most accurate.
80.29 Given a situation regarding obtaining statements, identify the most likely outcome.
80.30 Given statements regarding the driver exchange form, identify the one that is most accurate.
80.31 Given a situation regarding the driver exchange form, identify the most likely outcome.
80.32 Given statements regarding determining point of occurrence, identify the one that is most accurate.
80.33 Given a statement regarding determining point of occurrence, identify the most likely outcome.
80.34 Given statements regarding determining the cause of the crash, identify the one that is most accurate.
80.35 Given a situation regarding determining the cause of the crash, identify the most likely outcome.
80.36 Given statements regarding documenting markings and measurements, identify the one that is most accurate.
80.37 Given a situation regarding documenting markings and measurements, identify the most likely outcome.
80.38 Given statements regarding completing the crash report, identify the one that is most accurate.
80.39 Given a situation regarding completing the crash report, identify the most likely outcome.
80.40 Given statements regarding diagramming the crash, identify the one that is most accurate.
80.41 Given a situation regarding diagramming the crash, identify the most likely outcome.

81.0 **TESTIFY AT HEARINGS AND TRIALS**—The student will be able to:
81.01 Identify the purpose of a first appearance/probable cause hearing, deposition, and pretrial conference.
81.02 Notify the state attorney when subpoenaed by the defense, if appropriate.
81.03 Discuss the case with the prosecutor and appropriate agency personnel prior to a first appearance/probable cause hearing, deposition, and pretrial conference.
81.04 Review original case notes, reports, photographs, and evidence prior to giving testimony.
81.05 Define the term “the rule of sequestration”.
81.06 Perform the courtroom oath procedure and testimony.
81.07 Listen carefully to the questions asked and answer each question clearly and completely without volunteering any information that is not requested.
81.08 Identify personal, racial, cultural, and gender issues that may affect any of your answers.
81.09 Identify the legal rights of the officer when testifying.
81.10 Identify types of questioning by opposing counsel that require a pause to allow the State Attorney to object.
81.11 Define the phrase “off the record”.
81.12 Identify techniques used to overcome cross examination tactics.
81.13 State and comply with agency policy on waiving your right to read the deposition.
81.14 Identify Florida Statutes regarding the admissibility of case documentation and evidence.
81.15 Identify the chain of custody of evidence and types of evidence.
81.16 Identify potential weaknesses in the case.
81.17 Identify any special considerations with regard to witnesses, victims, and/or suspects.
81.18 Given statements regarding first appearance/probable cause hearing, identify the one that is most accurate.
81.19 Given a situation regarding first appearance/probable cause hearing, identify the most likely outcome.
81.20 Given statements regarding the deposition, identify the one that is most accurate.
81.21 Given a situation regarding the deposition, identify the most likely outcome.
81.22 Given statements regarding pretrial conference, identify the one that is most accurate.
81.23 Given a situation regarding pretrial conference, identify the most likely outcome.
81.24 Given statements regarding giving testimony, identify the one that is most accurate.
81.25 Given a situation regarding giving testimony, identify the most likely outcome.

82.0 IDENTIFY THE LAW ENFORCEMENT ACTIONS TO TAKE IN RESPONDING TO A RESCUE SITUATION—The student will be able to:
82.01 Identify land rescue situations requiring assistance.
82.02 Receive, respond and arrive at a “person in distress” call.
82.03 Identify the importance of demonstrating officer safety and survival techniques during a land rescue operation.
82.04 Locate the person requiring rescue assistance.
82.05 Identify the communication ability of the person in distress.
82.06 Identify the stability and structural and/or physical layout of the rescue situation.
82.07 Identify type of rescue assistance needed and call for additional rescue resources, if required.
82.08 Identify the importance of establishing a command post, command post location and an outer scene perimeter.
82.09 Conduct information gathering operations.
82.10 Given statements regarding securing the scene and gathering information, identify the one that is most accurate.
82.11 Given a situation regarding securing the scene and gathering information, identify the most likely outcome.

83.0 IDENTIFY AT LEAST TWO TYPES OF ASSISTANCE OTHER THAN FIRE/RESCUE THAT COULD BE CALLED UPON TO ASSIST IN A RESCUE OPERATION—The student will be able to:
83.01 Identify the lead agency for a land rescue operation and the importance of establishing a chain of command.
83.02 Identify the importance of conducting a command briefing.
83.03 Organize an operation/command post to coordinate areas of responsibility, how to set up teams, team responsibilities, a communications plan, how to dispatch teams to areas of responsibilities, the importance of setting regular briefings, the importance of planning for immediate updates for field units, and the importance of overseeing team activities.
83.04 Identify the cause of the emergency.
83.05 Identify hazardous material, environmental, and wildlife dangers.
83.06 Conduct land rescue observing safe operation procedures.
83.07 Identify the importance of performing a records check on a rescued person, when necessary.
83.08 Identify the importance of utilizing officer safety techniques when rescuing a wanted person.
83.09 Perform rescue if within the capability of the officer.
83.10 Render first aid, or obtain medical assistance for rescued person(s).
83.11 Identify how to notify involved persons of rescue results.
83.12 Identify the importance of searching a rescued wanted person prior to transport to an appropriate location.
83.13 Write a report documenting the incident.
83.14 Given statements regarding operation responsibilities, identify the one that is most accurate.
83.15 Given a situation regarding operation responsibilities, identify the most likely outcome.

84.0 RECOGNIZE A SITUATION THAT INVOLVES BOMBS, EXPLOSIVES, OR WEAPONS OF MASS DESTRUCTION (WMD)—The student will be able to:
84.01 Obtain pertinent information prior to arrival at a potential bomb situation.
84.02 Select a safe and tactical approach to the location relative to known, suspected, or alleged location of potential explosive device.
84.03 Define the terminology associated with WMD incidents (e.g., BNICE, CBRNE, WMD, domestic terrorism, international terrorism, cyber-terrorism).
84.04 List types of weapons of mass destruction as defined under section 790.166, F.S.
84.05 Identify likely locations for the use of BNICE/CBRNE weapons in a terrorist threat.
84.06 Identify unusual trends that may indicate the presence of a BNICE/CBRNE incident.
84.07 List indicators/signs and symptoms of environmental and human exposure to biological, nuclear and chemical agents.
84.08 Identify risks associated with BNICE/CBRNE weapons and how to initiate actions to protect self, others, and safeguard property.
84.09 Explain the role of the patrol officer within the span of control of the Incident Command System in a nuclear, biological or chemical incident.
84.10 Given a situation regarding responding to WMDs, identify the most likely outcome.
84.11 Given statements regarding gathering information prior to and during arrival at a bomb threat, identify the one that is most accurate.
84.12 Given a situation regarding gathering information prior to and during arrival at a bomb threat, identify the most likely outcome.
84.13 Given statements regarding identifying weapons of mass destruction (WMD), identify the one that is most accurate.
84.14 Given a situation regarding identifying weapons of mass destruction, identify the most likely outcome.
84.15 Given statements regarding responding to weapons of mass destruction, identify the one that is most accurate.

85.0 SAFELY APPROACH THE SCENE, EFFECTIVE COORDINATE A RESPONSE TO THE SITUATION, AND PARTICIPATE IN AN INCIDENT COMMAND SITUATION THAT INVOLVES BOMBS, EXPLOSIVES, AND WMD—The student will be able to:
85.01 Make an initial assessment of the situation upon approach and arrival at the location of a potential bomb situation.
85.02 Identify any signs that an explosion has occurred and any signs of potential hazardous materials involvement.
85.03 Identify where to establish the initial area perimeter to protect the public.
85.04 Identify potential sites for the command post and staging areas at the scene of a bomb threat.
85.05 Identify ways to maintain a safe distance and safe location relative to the situation.
85.06 Interview complainant and witnesses at the scene of a bomb threat, to assess the extent of threat.
85.07 Locate sources of information about the building.
85.08 Identify how to estimate the credibility of the threat.
85.09 Locate a victim advocate for victims at a crime scene.
85.10 Identify as a potential explosive device and alert or confirm notification to supervisor, bomb squad, EMS, fire, etc.
85.11 Identify the importance of continued caution due to the possibility of a "secondary device" or multiple devices.
85.12 Conduct a search.
85.13 Comply with local agency policy and procedure in evacuation.
85.14 Request support for evacuation, if necessary.
85.15 Determine layout of building interior or area to be evacuated absent an existing evacuation plan.
85.16 Identify available means of communicating to occupants or residents.
85.17 Conduct evacuation of persons and/or animals.
85.18 Identify outer boundaries of building, including location and number of entrances and exits, and how to search outer perimeter of building.
85.19 Post officers at all entrances and exits, limit access to only authorized personnel and maintain exit/entry log, if necessary.
85.20 Document a bomb related incident after incident termination.
85.21 Given statements regarding assessing a bomb threat situation, identify the one that is most accurate.
85.22 Given a situation regarding assessing a bomb threat situation, identify the most likely outcome.
85.23 Given statements regarding interviewing the complainant and witnesses at a bomb threat, identify the one that is most accurate.
85.24 Given a situation regarding interviewing the complainant and witnesses at a bomb threat, identify the most likely outcome.
85.25 Given statements regarding identifying the device at a bomb threat, identify the one that is most accurate.
85.26 Given a situation regarding identifying the device at a bomb threat, identify the most likely outcome.
85.27 Given statements regarding searching the building during a bomb threat, identify the one that is most accurate.
85.28 Given a situation regarding searching the building during a bomb threat, identify the most likely outcome.
85.29 Given statements regarding evacuating the building during a bomb threat, identify the one that is most accurate.
85.30 Given a situation regarding evacuating the building during a bomb threat, identify the most likely outcome.
85.31 Given statements regarding securing the area during a bomb threat, identify the one that is most accurate.
85.32 Given a situation regarding securing the area during a bomb threat, identify the most likely outcome.

86.0 **MAINTAIN CROWD CONTROL AT PUBLIC EVENTS**—The student will be able to:
86.01 Contact property owner, and/or person in charge, for input or further information regarding traffic control, security requirements and any potential problems regarding a special function assignment.
86.02 Locate all exits, entrances, emergency equipment, and command post if appropriate at a special function requiring security.
86.03 Erect barricades to provide traffic control and identify number of lanes needed to keep traffic moving smoothly.
86.04 Identify problem areas such as tight corners and right of ways blocking other vehicle movement.
86.05 Set up barricades to prevent parking in a "No Parking" area, if appropriate and direct persons to appropriate parking.
Identify locations of money handling.
Identify the importance of keeping conversations with participants or spectators brief to avoid being distracted from your primary task.
Identify any unusual occurrences and potential problems by scanning the environment.
Complete appropriate reports or forms, if required.
Identify the reason a crowd or group has gathered and what they want to achieve.
Identify the size, type, organization, mood, weapons and equipment of crowd.
Apply officer safety skills utilizing safe positioning and distancing.
Identify any unusual occurrences and potential problems by scanning the environment.
Identify any unusual occurrences and potential problems by scanning the environment.
Identify the size, type, organization, mood, weapons and equipment of crowd.
Complete appropriate reports or forms, if required.
Identify the reason a crowd or group has gathered and what they want to achieve.
Identify the size, type, organization, mood, weapons and equipment of crowd.
Complete appropriate reports or forms, if required.
Identify the reason a crowd or group has gathered and what they want to achieve.
Identify the size, type, organization, mood, weapons and equipment of crowd.
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Complete appropriate reports or forms, if required.
Identify the reason a crowd or group has gathered and what they want to achieve.

FOLLOW MOBILE FIELD FORCE TYPE COMMANDS—The student will be able to:
Identify and request resources required for a crowd, demonstration, and/or riotous situation.
Apply reasonable force techniques if necessary for defense of self or others in a crowd, demonstrators, and/or rioters situation.
Apply Florida Statutes for a crowd, demonstration, and/or riotous situation.
Evacuate non-participants from the area.
Record incident in appropriate report.
Given statements regarding Mobile Field Force Concept, identify the one that is most accurate.
Given a situation regarding Mobile Field Force Concept, identify the most likely outcome.

ENHANCED TRAINING IN SPECIAL TOPICS—The student will be able to:
Demonstrate increased knowledge and/or skill development in topics identified by the school.