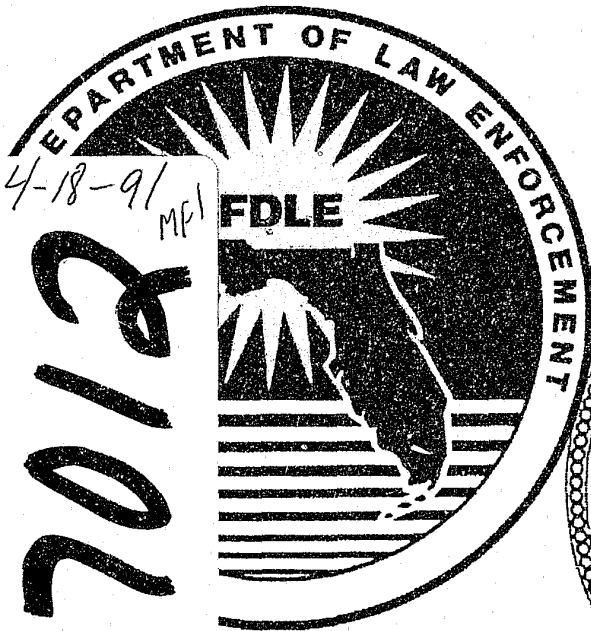
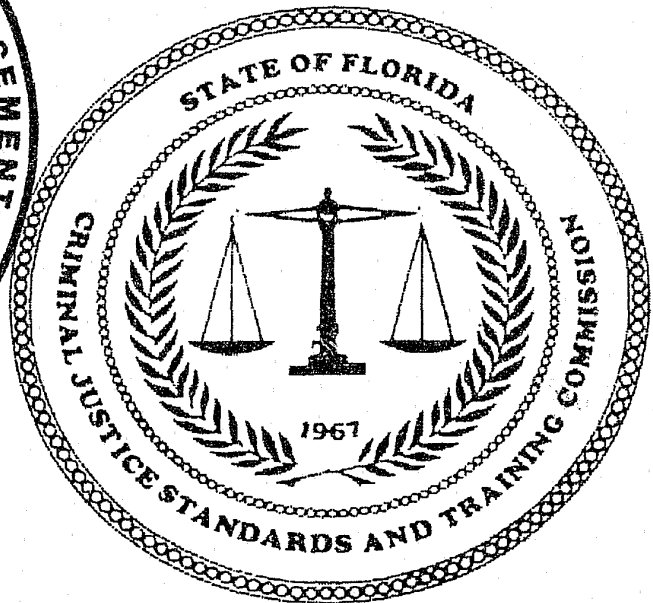


PARKING ENFORCEMENT SPECIALIST



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FLORIDA DEPARTMENT OF LAW ENFORCEMENT

DIVISION OF CRIMINAL JUSTICE STANDARDS AND TRAINING

JAMES T. MOORE, COMMISSIONER

CRIMINAL JUSTICE STANDARDS AND TRAINING COMMISSION

Parking Enforcement Specialist

The Parking Enforcement Specialist Course is approved by the Criminal Justice Standards and Training Commission and the Florida Department of Law Enforcement as prescribed by s. 316.640, Florida Statutes.

This course is for non-sworn persons who are employed by police and sheriff's departments to provide for the development of knowledge and skills required to fulfill the responsibilities and duties of a Parking Enforcement Specialist. Even though successful completion of this course is required to perform the duties of a Parking Enforcement Specialist, the Commission does not certify these individuals. This training may be presented at local agencies or at a certified training school.

This course was adopted by the Commission several years ago without specific learning objectives. The attached learning goals and objectives parallel the law enforcement basic recruit curriculum. Original goals and objectives were developed through subject matter experts for those areas not covered in the basic recruit curriculum.

This 40-hour course consists of six (6) major topic areas:

- o Legal
- o Communications
- o Patrol
- o Vehicle Operation
- o Traffic
- o Interpersonal

Though the Commission does not certify these individuals, it is necessary to maintain job related, up-to-date training. In order to accomplish this we need your input and recommendations for continued enhancement of all training. Enclosed is a "course input form." If you believe there is a need for additions, deletions, etc., please fill out this form and return to the Bureau of Training, at the address noted on the form.

127012

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National Institute of Justice**

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DIVISION OF CRIMINAL JUSTICE STANDARDS AND TRAINING
PARKING ENFORCEMENT SPECIALIST CURRICULUM INPUT FORM

INSTRUCTORS: Please use this form to record your suggestions for improvement to the Parking Enforcement Specialist Course.

A. Curriculum: Parking Enforcement Specialist

Topical Area _____

Competency Topic _____ Page Number _____

Instructor _____ Phone _____

Training School/Agency _____ Date _____

Please identify which objective(s) need revision. _____
Please attach a copy of the curriculum and indicate your revisions.

B. The problem(s) I identified is(are):

_____ Out-of-date information
Please provide current information (attach additional sheets, if needed). _____

_____ Incomplete information
Please provide additional information (attach additional sheets, if needed). _____

_____ The information and/or the level of learning is inappropriate for this course.
Please give detailed explanation (attach additional sheets, if needed). _____

_____ Time problem
_____ Too much time
_____ Too little time Suggested Hours: _____

_____ Other, please specify and provide information.

Please mail to the DCJST, attention Bureau of Training, FDLE, P. O. Box 1489, Tallahassee, FL 32302

PARKING ENFORCEMENT SPECIALIST

CURRICULUM SUMMARY

<u>TOPIC</u>	<u>HOURS</u>
<u>LEGAL (6 hours)</u>	
Legal Terms and Definitions	1
Classification of Offenses	1
Obstruction of Justice	1/2
Robbery	1/2
Court Structure	1/2
Court Rules and Trial Procedures	1
Subpoena	1/2
Florida Crime Information Center (FCIC)	1
<u>TRAFFIC (9 hours)</u>	
Traffic Enforcement Concepts and Techniques	1
Traffic Law	2
Driver Licensing Law	1
Traffic Control and Direction Concepts/Procedures	4
Traffic Accident Scene Management Procedures	1
<u>INTERPERSONAL (9 hours)</u>	
Community Relations Techniques/Courtesy	1
Interpersonal Skills	4
Ethnic and Cultural Groups	1
Problems of Mentally Ill and Mentally Handicapped Persons	2
Assisting the Physically Handicapped	1

VEHICLE OPERATION (5 hours)

The Vehicle Driver	1
The Police Vehicle	4

COMMUNICATIONS (9 hours)

Courtroom Demeanor and Testimony	8
Radio and Telephone Procedures	1

ADMINISTRATION AND TESTING (2 hours)

2

40

LEGAL

Hours: 1

COMPETENCY TOPIC:

Legal Terms and Definitions

LEARNING GOAL:

The student will know the definitions for legal terms related to the various tasks performed on the job.

OBJECTIVES:

The student will:

1. Recall definitions for the following legal terms:
 - a) admission - a confession, statement or acknowledgment made by a party which could be offered against that party in court (ss. 90.803(18), F.S.)
 - b) affidavit - a sworn written statement
 - c) appeal - the taking of a case to a higher court for correction, modification or endorsement of a judgement or ruling of a lower court
 - d) arraignment - to bring a prisoner to court for the purpose of answering a charge against him; a proceeding where a formal accusatory instrument is read to defendant, who is informed of constitutional guarantees; generally an initial plea is received
 - e) arrest - to legally deprive a person of liberty or freedom to go as one chooses, or taking a person into custody to be held to answer for a crime
 - f) bail - something of value, either monetary or non-monetary, pledged to the court as an assurance that a defendant will appear in court if released from jail before trial
 - g) defendant - the party charged with a crime or party sued in a civil action
 - h) duces tecum - ("bring with you") a type of subpoena which requires the witness to bring specified documents or other evidence

- i) grand jury - an investigative body of persons whose duty it is, upon hearing the evidence for the prosecution, to decide whether a sufficient case has been developed upon which to hold an accused for trial
- j) indictment - a formal criminal charge issued by a grand jury
- k) infraction - in Florida state courts, a non-criminal violation punishable by no other penalty than a fine, forfeiture or other civil penalty (see ss. 775.08(3), F.S.)
- l) jurisdiction - the territorial range over which an authority extends
- m) jury - a body of citizens sworn to deliver a true verdict upon evidence submitted to them in a trial
- n) mens rea - ("guilty mind") criminal intent, evil intent, guilty intent, or a mental state of mind that is required which leads to criminal liability for a particular crime
- o) Miranda rights - a requirement based on the U.S. Supreme Court Miranda case where, prior to custodial interrogation, the person to be interrogated is advised of certain specified legal rights
- p) misdemeanor - in Florida state courts, any criminal offense punishable by a term of imprisonment in a county correctional facility (jail) not in excess of one year; does not include any violation of municipal or county ordinance (see ss. 775.08(2), F.S.)
- q) modus operandi - method of operation
- r) nolle prosequi/nol pros - ("unwilling to prosecute") an announcement on the record by the prosecutor that the case will proceed no further or charges are being dropped
- s) nolo contendere/nolo - ("no contest") a plea in a criminal case, allowing the court to impose its sentence for the crimes charged, whereby a defendant does not plead guilty but indicates the charges will not be contested

- t) probation - a form of community supervision which may require specified contacts with parole and probation officers or other authorized personnel and other terms and conditions as provided in s. 948.03, F.S. (ss. 948.001(2), F.S.)
- u) search warrant - a written order, issued by a judge upon a finding of probable cause, specifying the particular place where a search is to be made, particular items to be looked for, and authorizing named officers to enter and search the place for the specified items
- v) seizure - the act of taking possession of property, things, or persons, including evidence and contraband
- w) subpoena - a court order or writ issued under the authority of the court or statute, compelling attendance at a deposition, hearing, trial or other proceeding, which provides that the subpoenaed person is subject to penalty for failure to comply
- x) witness - one who observes an incident or has knowledge of facts or information

LEGAL

Hours: 1

COMPETENCY TOPIC:

Classification of Offenses

LEARNING GOAL:

The student will know classifications and definitions of offenses in Florida. The student will also know the purpose of classifying offenses in Florida.

OBJECTIVES:

The student will:

1. List the classifications of offenses per Florida Statutes, to include:
 - a) treason (Florida Constitution, Article I, Section 20)
 - b) felony crimes (ss. 775.08(1) and (4), F.S.)
 - c) misdemeanor crimes (ss. 775.08(2) and (4), F.S.)
 - d) noncriminal violations (infractions - ss. 775.08(3), F.S.)
 - e) criminal traffic violations (e.g., s. 316.193 and s. 316.192, F.S.)
2. Define "felony" in accordance with ss. 775.08(1), F.S., as any criminal offense punishable under the laws of this state by death or imprisonment in a state penitentiary.
3. Define "misdemeanor" in accordance with ss. 775.08(2), F.S., as any criminal offense punishable under the laws of this state by a term of imprisonment in a county correctional facility, except an extended term, not in excess of one year.
4. Define "noncriminal violation" (infraction) in accordance with ss. 775.08(3), F.S., as any offense punishable under the laws of this state by no other penalty than a fine, forfeiture, or other civil penalty and does not constitute a crime.

LEGAL

Hours: 1/2

COMPETENCY TOPIC:

Obstruction of Justice

LEARNING GOAL:

The student will comprehend the actions that may be considered obstruction of justice as provided in Chapter 843, Florida Statutes.

OBJECTIVES:

The student will:

1. Define "obstruction of justice" as actions or lack of actions which impair or prohibit an officer from executing a legal process or duty.
2. Recall that resisting an officer is considered either a misdemeanor or felony depending on the circumstances as listed in s. 843.01 and .02, and s. 784.07, Florida Statutes.
3. Identify actions that are considered to be obstructing justice under Chapter 843, F.S., to include:
 - a) resisting an officer with or without violence
 - b) obstruction by disguised person
 - c) refusal to assist officer
 - d) impersonating an officer
 - e) compounding felony
 - f) depriving an officer of means of protection or communication
 - g) injuring police dog or horse
 - h) unlawful use of law enforcement radio frequency
 - i) fleeing or eluding law enforcement officer by boat

LEGAL

Hours: 1/2

COMPETENCY TOPIC:

Robbery

LEARNING GOAL:

The student will comprehend the elements of s. 812.13, Florida Statutes, as they relate to robbery.

OBJECTIVES:

The student will:

1. Identify the elements of robbery as the taking of money or other property from a person or custody of another by force, violence, assault, or putting in fear.
2. Recall that all robberies listed under s. 812.13, F.S., are considered felonies.
3. Recall that the penalty increases for wearing a hood, mask or other device that hides an individual's identity during the commission of a robbery (s. 775.0845, F.S.).
4. Recall that a purse snatching is a robbery regardless of the amount of force used.
5. Recall that an act will be deemed "in the course of committing the robbery" under ss. 812.13(3), F.S. if:
 - a) it occurs in an attempt to commit a robbery or in flight after the attempt or commission; or
 - b) it occurs either prior to, contemporaneous with, or subsequent to the taking of the property and if it and the act of taking constitute a continuous series of acts or events.

LEGAL

Hours: 1/2

COMPETENCY TOPIC:

Court Structure

LEARNING GOAL:

The student will know the Florida court system structure and comprehend how the courts relate to law enforcement.

OBJECTIVES:

The student will:

1. Name the levels of courts within the Florida judiciary, to include:
 - a) supreme court
 - b) district courts of appeal
 - c) circuit courts
 - d) county courts
2. Identify the principle members of the court, to include:
 - a) judge
 - b) state attorney
 - c) defense attorney
 - d) stenographer/reporter
 - e) clerk
 - f) bailiff or marshal
3. Recall that information on the Florida court system may be found in Article V of the Florida Constitution.

4. Describe the elements of the interrelationship between the state attorney's office and law enforcement, to include:

- a) assure proper case preparation
- b) file information
- c) assist investigation
- d) assist in obtaining writs
- e) prosecute suspects
- f) testify in court
- g) request and serve subpoena

LEGAL

Hours: 1

COMPETENCY TOPIC:

Court Rules and Trial Procedures

LEARNING GOAL:

The student will comprehend the rules of the court and the basic court trial procedures.

OBJECTIVES:

The student will:

1. Identify steps in a prosecution to include:
 - a) first appearance
 - b) bond hearing (upon motion of State or defense)
 - c) arraignment
 - d) pre-trial hearings as necessitated by motions of the state or defense
 - e) trial calendar call
 - f) trial or taking of pleas of guilty or nolo
 - g) sentencing hearing
2. Describe the major steps of a jury trial, to include:
 - a) selection of jury (voir dire)
 - b) statement of charges against the defendant
 - c) opening statements to the jury by the attorneys
 - d) testimony of witnesses and evidence by the prosecution and defense cross-examination
 - e) motion for directed verdict of acquittal
 - f) testimony of witnesses and evidence by the defense and State cross-examination
 - g) presentation of additional or rebuttal evidence

- h) closing argument by the attorneys
 - i) judge's instructions (charge) to the jury
 - j) deliberations by the jury
 - k) return of verdict
 - l) sentencing
3. Recall how a mistrial can occur, to include:
- a) if the jury cannot reach a unanimous verdict
 - b) judge determines that some event(s) has occurred to interfere with the jury's ability to remain impartial and objective
4. Define "venue" as the circuit or county in which a particular trial may be conducted.
5. Recall that the State's right to appeal is more limited than the right of the defendant to appeal in a criminal case.

LEGAL

Hours: 1/2

COMPETENCY TOPIC:

Subpoena

LEARNING GOAL:

The student will know the definitions of subpoena and subpoena duces tecum. The student will comprehend how subpoenas can be used in criminal investigations and proceedings.

OBJECTIVES:

The student will:

1. Define "subpoena" as a court order or writ, commanding attendance in court, at a deposition, before the state attorney, or under an authorized agency's authority for a specified purpose under penalty for failure to do so.
2. Define "subpoena duces tecum" as a type of subpoena requiring the person named to "bring with you" documents, papers, or other items specifically listed in the subpoena when appearing in court, at a deposition, before the state attorney, or before an authorized agency.
3. Relate that the clerk of the court issues a subpoena upon request of:
 - a) a judge; or
 - b) a state attorney (or assistant state attorney);
or
 - c) a defense attorney
4. Recall that subpoenas may be issued by administrative, civil, and regulatory agencies.
5. Relate that, in Florida, a subpoena can be served upon the person or entity named in the subpoena only by a sheriff, deputies, state attorney's investigators, FDLE agents, or duly-appointed and bonded process servers.
6. Recall that failure to comply with a subpoena is addressed by the court through either civil contempt or criminal contempt proceedings.

PATROL

Hours: 1

COMPETENCY TOPIC:

Florida Crime Information Center (FCIC)

LEARNING GOAL:

The student will know the basic concepts of the FCIC system and comprehend the usefulness of this system to the entry level officer. The student will also comprehend the link between the FCIC system and the NCIC system.

OBJECTIVES:

The student will:

1. Identify the agency and location of the FCIC, NCIC and the MCIC, which is:
 - a) FCIC - (Florida Crime Information Center) Florida Department of Law Enforcement, Tallahassee, Florida
 - b) NCIC - (National Crime Information Center) Federal Bureau of Investigation, Washington, D.C.
 - c) MCIC - (Missing Children Information Clearinghouse) Florida Department of Law Enforcement, Tallahassee, Florida
2. List the major assets of the Florida Crime Information Center, to include:
 - a) provides computerized information system
 - b) provides information available on:
 - wanted/missing persons
 - stolen property
 - vehicle/vessel identification data
 - criminal history
 - c) provides state and national access to communications network

3. Describe how information becomes available to users of the FCIC, to include:
 - a) criminal history data derived from arrest fingerprint reports and correctional reports
 - b) wanted and missing persons data entered directly by user agencies through their terminal
 - c) stolen property data entered by users
 - d) driver license, vehicle/vessel identification data available through links with the Department of Highway Safety and Motor Vehicles and the Department of Natural Resources
4. Name the national communications link available through FCIC, as the National Law Enforcement Telecommunications System (NLETS).
5. Describe limitations on the use of the FCIC system, to include:
 - a) terminal operator should be trained
 - b) information obtained through FCIC may only be used for criminal justice purposes
 - c) agency entering data is responsible for maintenance and removal of the data
 - d) communication capabilities should be restricted to matters of criminal justice importance
6. List factors that will ensure efficient and effective use of the FCIC system by officers, to include:
 - a) know the system capabilities
 - b) provide all available identification data when making a request (i.e., name, race, sex, date of birth, social security number or tag number, decal number, year issued, driver license number, etc.)
 - c) have terminal operator repeat the request and officer repeat the response to the request.
 - d) have all available identification data used when making an entry into the system
 - e) don't hesitate, use the system for all routine and special tasks

7. Identify the major components of the FCIC system, to include:

a) main frame computer (records storage)

b) communication processors

c) communication (phone) lines

d) data sets

e) terminals

TRAFFIC

Hours: 1

COMPETENCY TOPIC:

Traffic Enforcement Concepts and Techniques

LEARNING GOAL:

The student will know the definition of traffic law enforcement. The student will comprehend the role of law enforcement in traffic enforcement.

OBJECTIVES:

The student will:

1. Define "traffic law enforcement" as the total law enforcement effort directed toward obtaining compliance with traffic regulations, when highway safety education and driver training efforts have failed to accomplish this end.
2. Name objectives of traffic enforcement, to include:
 - a) to deter the traffic violator or the potential violator
 - b) to increase the level of voluntary compliance with traffic regulations
3. Identify results of non-enforcement of traffic laws, to include:
 - a) highway fatalities and injuries
 - b) property damage
 - c) poor police image
 - d) impediment to efficient flow of traffic
4. Define "selective enforcement" as traffic law enforcement directed toward the time and place of high traffic incident frequency.

5. Name the four major sub-groups within the traffic law enforcement system:
 - a) law enforcement agency
 - b) traffic court
 - c) driver license agency
 - d) Department of Highway Safety and Motor Vehicles
6. List possible actions an officer may take in response to a traffic law violation, to include:
 - a) issue traffic warning
 - b) issue traffic citation

TRAFFIC

Hours: 2

COMPETENCY TOPIC:

Traffic Law

LEARNING GOAL:

The student will know the purpose of traffic laws. The student will comprehend the elements of common traffic violations.

OBJECTIVES:

The student will:

1. State purposes of traffic laws, to include:
 - a) prevent traffic accidents
 - b) allow for an orderly, expeditious flow of traffic
2. Identify the two categories of traffic violations:
 - a) failure to perform a required procedure
 - b) committing an act forbidden by law
3. List items which should not be considered in determining the type of law enforcement action to be taken against a violator, to include:
 - a) attitude of violator
 - b) intent of violator
 - c) personality of violator
4. Identify what an operator is required to do when an emergency vehicle is approaching with a siren and flashing lights, according to s. 316.126, F.S., to include:
 - a) pull as close to the curb as possible
 - b) stop and remain in position until the emergency vehicle has passed

5. State that when a school bus has stopped and displays a stop signal, all motor vehicle operators shall stop and not pass the school bus until the signal has been withdrawn, unless it is on a divided highway where the one-way roadways are separated by at least 5 feet of unpaved space (s. 316.172, F.S.).
6. Recall that a driver may overtake and pass on the right of another vehicle but may not drive off the pavement.
7. State that the penalty for an individual not signing a traffic citation is a second degree misdemeanor.
8. Identify the factors that must be included in an affidavit narrative on a charge of refusal to sign a traffic citation, to include:
 - a) the non-arrestable traffic offense the defendant committed
 - b) defendant was told signing the citation is not an admission of guilt but a promise to appear
 - c) defendant was offered a chance to post a civil bond in lieu of signing, but refused
 - d) refusing to sign or post bond is an arrestable offense and that the defendant would be arrested
9. Recall that it is unlawful to alter a license plate, validation sticker or mobile home sticker, according to s. 320.061, Florida Statutes.

TRAFFIC

Hours: 1

COMPETENCY TOPIC:

Driver Licensing Law

LEARNING GOAL:

The student will comprehend driver licensing laws.

OBJECTIVES:

The student will:

1. State that DHSMV stands for Department of Highway Safety and Motor Vehicles.
2. Define an "operator" as a person who is in actual physical control of a motor vehicle upon the highway, or who is exercising control over or steering a vehicle being towed by a motor vehicle.
3. Identify individuals who are exempt from obtaining a Florida driver license, to include:
 - a) a U.S. government employee on official business who is operating a vehicle owned or leased by the U.S. government
 - b) any individual driving or operating any road machine, farm tractor, or implement of husbandry temporarily operated or moved on a highway
 - c) an individual who is at least 16 years of age and has a valid driver license from another state or country in his/her immediate possession
 - d) an individual who is at least 18 years of age and has a chauffeur license from another state in his/her possession
 - e) an individual operating a golf cart
4. Recall purposes of an identification card, to include:
 - a) issued for identification purposes
 - b) establishes that the bearer of the card does not possess a Florida driver license at the date of issue

5. Recall that a temporary driving instruction permit is valid for 90 days.
6. Recall that an individual charged with not having his/her driver license in possession at the time of a traffic stop cannot be convicted if he/she produces, in court or to the clerk of the court, a valid license that was issued before the offense.
7. List restrictive codes which are found on the back of a Florida driver license, to include:
 - a) corrective lenses
 - b) outside rearview mirror
 - c) business purposes
 - d) employment purposes
 - e) daylight driving only
 - f) automatic transmission
 - g) accompanying driver over 18
 - h) 1 1/2 ton single unit vehicle
 - i) directional signals
 - j) grip on steering wheel
 - k) hearing aid
 - l) seat cushion
 - m) hand controls or pedal extention
 - n) left foot accelerator
8. Recall that if a license expires on a Saturday, Sunday, or legal holiday it must be renewed by midnight of the next regular working day.
9. Recall that an individual must notify DHSMV of a change of address or name within 10 days.
10. Define "canceled license" as a license which was issued through error or fraud and is terminated.
11. Define "suspended license" as a license which has been temporarily withdrawn.

12. Define "revoked license" as a license which has been terminated, but a new license can be obtained.
13. Name unlawful uses of a driver license which are misdemeanors of the third degree, to include:
 - a) to display or have in possession any canceled, revoked, suspended, fictitious or fraudulently altered operator or chauffeur license
 - b) to lend a license to another individual
 - c) to use another individual's license
 - d) to fail or refuse to surrender a license to DHSMV
 - e) to permit any unlawful use of a license issued
 - f) to obtain two driver licenses in different names

TRAFFIC

Hours: 4

COMPETENCY TOPIC:

Traffic Control and Direction Concepts/Procedures

LEARNING GOAL:

The student will know the definitions of traffic control devices and traffic signals. The student will comprehend conditions which require traffic control. The student will comprehend the correct place an officer should stand while directing traffic and the correct hand signals. The student will apply these techniques in directing traffic.

OBJECTIVES:

The student will:

1. Define "traffic control devices" as all signs, signals, markings, and devices placed on a street to regulate, warn or guide traffic.
2. Define "traffic signals" as signals designed to operate manually, electrically and/or mechanically to aid in flow of traffic by alternately controlling the stopping and proceeding of traffic.
3. List methods which can be utilized to conduct traffic control, to include:
 - a) traffic control devices
 - b) manually, by an officer
 - c) manually controlling traffic signals
4. Describe the main objectives of traffic direction and control, to include:
 - a) increase traffic flow
 - b) increase safety

5. List when traffic direction and control is required, to include:
 - a) rush hours
 - b) traffic light failures
 - c) vehicle accidents
 - d) special events
 - e) major disaster
6. Name tools available to an officer for use in directing traffic, to include:
 - a) whistle
 - b) gloves
 - c) lighted baton
 - d) flares
 - e) barricades
 - f) slip-over vest
7. State the importance of evaluating a traffic situation before intervening to direct traffic, to include:
 - a) determining if intervention is necessary
 - b) safety of the officer and public
 - c) maintenance of traffic flow
8. Identify items that should be considered when planning to direct traffic, to include:
 - a) know how to improve traffic situation before entering the intersection
 - b) decide where to stand in the intersection
 - c) realize that once a plan is in operation it is difficult to alter
 - d) determine whether additional officers are needed to assist

9. List safety precautions that an officer should follow when directing traffic, to include:
 - a) always think safety, be alert and ready to move out of the way of a vehicle
 - b) never step back without looking first to see that it is clear
 - c) never turn back on moving traffic
 - d) never permit vehicles or pedestrians to start from a stopped position until approaching traffic is stopped
10. Identify the correct place an officer should stand while directing traffic, to include:
 - a) when both streets are two-way traffic, stand in the center of the intersection
 - b) when one street is two way and the other is one way, stand in the center of the two-way street
 - c) when both streets are one way, stand at the corner between the approaching flow of traffic on each side
11. List basic conduct considerations for officers directing traffic, to include:
 - a) stand erect with feet slightly apart
 - b) do not smoke
 - c) do not stand and talk-if more than one officer is at intersection
 - d) keep hands out of pockets
 - e) do not twirl chain or other objects
12. Describe appropriate procedures when an emergency vehicle is approaching an intersection where an officer is directing traffic, to include:
 - a) stop traffic in all directions except the one in which the emergency vehicle is approaching
 - b) wave the emergency vehicle through the intersection

13. Describe why voice commands are seldom used in directing traffic, to include:
 - a) not easy to give or understand
 - b) might be misinterpreted by motorist/pedestrian
 - c) may antagonize motorist/pedestrian
14. List procedures to follow if voice commands must be used, to include:
 - a) move reasonably close
 - b) be polite and brief
 - c) address as Miss, Ma'am, or Sir
 - d) do not lose temper
15. List procedures to follow when assisting pedestrians across the street, to include:
 - a) be firm but polite
 - b) tell pedestrians when and where to walk
 - c) do not permit crossing until it is safe
 - d) take extra caution with children and the elderly
16. Recall that the whistle is only used to get the attention of the driver.
17. Describe the various whistle signals:
 - a) one short blast for the vehicle to stop
 - b) two short blasts for the vehicle to go
 - c) several short blasts to get the attention of a driver or pedestrian who does not respond to a hand signal
18. Demonstrate the various whistle signals.

19. List the various hand signals used with the whistle signals as:
 - a) stop
 - b) turn right
 - c) turn left
 - d) start
 - e) keep moving
20. Demonstrate the various hand signals which are used in conjunction with the whistle signals.
21. Describe the proper use of:
 - a) a flashlight
 - b) an illuminated baton
22. Demonstrate the proper use of a flashlight and illuminated baton in traffic direction.
23. Describe how to safely light a flare, position it, and extinguish it, to include:
 - a) strike away from body
 - b) position it in an area free of combustible materials
 - c) extinguish by smothering in non-combustible materials, such as soil
24. Demonstrate how to safely light, position and extinguish a flare.

TRAFFIC

Hours: 1

COMPETENCY TOPIC:

Traffic Accident Scene Management Procedures

LEARNING GOAL:

The student will know what accident management is and know the basic concepts of traffic direction. The student will comprehend the elements needed for proper traffic management and the roles of a law enforcement officer in traffic management.

OBJECTIVES:

The student will:

1. Define "accident management" as a designation for the police responsibilities concerned with the control and normalization of a traffic accident scene.
2. Name types of situations requiring traffic control, to include:
 - a) emergency
 - b) planned
3. Identify the procedures of traffic accident scene management, to include:
 - a) upon approach, survey scene for hazards
 - b) position patrol vehicle properly
 - c) check for injuries, their extent, and obtain or administer necessary medical assistance
 - d) determine needs and request assistance, if necessary
 - e) implement theft prevention measures
 - f) preserve scene when appropriate
 - g) manage and direct assistance (tow truck, medical personnel, etc.)

- h) restore traffic flow, which could include alternate routes
- i) clear the scene

INTERPERSONAL

Hours: 1

COMPETENCY TOPIC:

Community Relations Techniques/Courtesy

LEARNING GOAL:

The student will know the importance of public support to the agency, and state and local statutes dealing with the rights of the press. The student will know techniques used to increase public awareness and will comprehend guidelines to help improve human relations skills. The student will also know how and when to apply these skills.

OBJECTIVES:

The student will:

1. Define "courtesy" as the demonstration of consideration, cooperation and respect when interacting with others.
2. Describe methods that an officer can use to demonstrate courtesy, to include:
 - a) tone of voice
 - b) word selection and usage
 - c) mannerisms
 - d) attitude
 - e) respect for others
 - f) positioning of body
 - g) driving habits
3. Recall why courtesy is an important element of criminal justice work, to include:
 - a) public relations
 - b) image reflects on your agency
 - c) creates support for officers and you

- d) the public is your employer
 - e) reflects self-respect
4. Recall that the agency is tax-supported and therefore must merit and retain public support.
 5. Recall public records requirements as stated in s. 119.07, F.S., apply to the press as well.
 6. List several techniques to increase public awareness, to include:
 - a) public opinion polls to measure the department's performance
 - b) meet on a regular basis with citizens to help explain police policies
 - c) relay information to city planners to have them think about crime prevention through better designs
 7. Identify non-language factors which contribute to negative response from the public, to include:
 - a) officious and oppressive manner
 - b) disrespectful attitude
 - c) officious tone of voice
 - d) use of negative body language
 8. Identify guidelines that help improve human relations skills, to include:
 - a) don't be trapped into unprofessional conduct
 - b) make sure everything you do is calculated to enhance your reputation as a good officer
 - c) don't show hostility even if the other person does
 - d) cultivate a pleasant, friendly manner when making non-adversary contacts
 - e) let your demeanor indicate that you respect the other person as a human being
 - f) try in every way to encourage people to work with the police for their own protection

9. Demonstrate behavior that is appropriate in non-adversary situations which will help improve attitudes toward police.

INTERPERSONAL

Hours: 4

COMPETENCY TOPIC:

Interpersonal Skills

LEARNING GOAL:

The student will comprehend the concept of interpersonal communication and know the techniques that will aid in effective interpersonal relationships. The student will demonstrate effective interpersonal skills in role-play situations.

OBJECTIVES:

The student will:

1. Identify purposes of communication, to include:
 - a) inform
 - b) persuade
 - c) entertain
 - d) indicate action
2. Identify essential elements of effective interpersonal communication, to include:
 - a) positive self-concept
 - b) good listener
 - c) clarity of expression
 - d) handling emotions
 - e) appropriate self-disclosure
3. Define "interpersonal communication" as transmission and receipt of a message to effect some kind of action.

4. List three major factors that influence interpersonal communication, to include:
 - a) past experiences
 - b) feelings
 - c) attitudes

5. Identify the terms that describe the process of communicating, to include:
 - a) transmitting
 - b) receiving
 - c) decoding
 - d) encoding
 - e) responding or feedback

6. List verbal factors that could contribute to negative interpersonal communication, to include:
 - a) profanity
 - b) derogatory language
 - c) ethically offensive language
 - d) law enforcement jargon with non-law enforcement personnel
 - e) inappropriate tone of voice and dialects

7. Describe responding as an interpersonal communications technique used to reflect back what a person is saying or feeling.

8. Describe the difference between open and closed questioning - closed questions can be answered by a single word or simple yes or no; open questions demand some descriptive information.

9. Name forms of interpersonal communications that officers may participate in daily, to include:
 - a) relating to other officers
 - b) supervisor/employee
 - c) crime victims and witnesses/complainants
 - d) suspects
 - e) inmates
 - f) family and friends
 - g) business associates
10. Describe techniques that should be used to be an active listener, to include:
 - a) face the speaker with head, eyes and body
 - b) don't interrupt
 - c) at appropriate pauses, summarize the speaker's last statement to ensure understanding
 - d) ask questions for clarification, if appropriate
 - e) select a location that limits distractions
11. List barriers to good listening techniques, to include:
 - a) prejudices - stereotyping
 - b) noise - outside interference of any kind
 - c) mind on other things
 - d) language difference
12. Recall why listening and paying total attention to a speaker is difficult, to include:
 - a) most people hear and understand 400-600 words a minute
 - b) most people only use a rate of 200-300 words a minute while speaking

13. Demonstrate good listening techniques by participating in activities, to include:
 - a) hostile speaker role play
 - b) interview of witness role play (obtain information)
 - c) employee/supervisor role play
14. Identify non-verbal communication cues, to include:
 - a) facial expression
 - b) appropriate eye contact
 - c) body position
 - d) hand usage
 - e) environmental conditions
 - f) cultural background
 - g) dress
 - h) demeanor
15. List factors that contribute to the context of non-verbal communication, to include:
 - a) physical environment
(objects, smells, noises, colors, shapes)
 - b) emotional environment
(anger, nervousness, fear, confidence)
 - c) symbolic environment
(traditions, norms, mores, philosophies)
 - d) sensory environment
(taste, touch, smell, sight, hearing)
16. List the most effective body techniques for non-verbal communication, to include:
 - a) put yourself a safe distance away
 - b) stand up straight
 - c) lean forward slightly

- d) look directly into the eyes of other person
 - e) don't use distracting mannerisms
17. Identify basic factors that contribute to environmental non-verbal communication, to include:
- a) noises - outside distractions
 - b) weather - heat, cold, rain
 - c) crowds or anyone who may change the environment
 - d) location - busy street, home, police station, cell
18. Demonstrate the use of good non-verbal communication techniques, to include:
- a) appropriate eye contact
 - b) body positioning
 - c) avoid distracting mannerisms
 - d) appropriate facial expressions
 - e) determining and establishing location
19. Define "counseling" as the process of guiding an individual to a better understanding of his or her problems and potentialities through the use of psychological principles, methods, and techniques.
20. Describe the role of the counselor in "direct" counseling, which is to take an active role in identifying, advising, and informing the counselee as needed in his/her decision making process.
21. Describe the role of the counselor in "indirect" counseling, as helping the counselee to recognize, clarify, resolve or cope with the problem.
22. Identify counseling skills or actions that may be used in direct or indirect counseling, to include:
- a) respect for self and counselee
 - b) empathy
 - c) genuineness

- d) desire to help
 - e) attending to direct (real) meanings
 - f) participation
 - g) providing relevant information
23. List groups of individuals that may require additional time and special emphasis on counseling techniques, to include:
- a) youth - children
 - b) senior citizens
 - c) physically and mentally handicapped
24. Describe the human relations skills that are of major importance in counseling techniques, to include:
- a) listening
 - b) verbal communication
 - c) non-verbal communication
 - d) interpersonal relationships
25. In a role-play situation, demonstrate effective counseling characteristics, to include:
- a) desire to help
 - b) listening
 - c) communication skills
 - d) assist in problem recognition and identification
 - e) genuineness
 - f) provide relevant information

INTERPERSONAL

Hours: 1

COMPETENCY TOPIC:

Ethnic and Cultural Groups

LEARNING GOAL:

The student will know the concepts of ethnic and cultural groups and comprehend how the values, customs, and behavior of different ethnic and cultural groups affect the performance of an officer's duties.

OBJECTIVES:

The student will:

1. Define "ethnic group" as persons having a common racial, linguistic, and cultural tie.
2. Define "cultural group" as persons with common customary beliefs, social forms, and material traits.
3. Identify common ethnic groups within Florida's population, to include:
 - a) Blacks
 - American blacks
 - West Indians
 - Haitians
 - Jamaicans
 - Bahamians
 - Africans
 - b) Latins
 - Cubans
 - Puerto Ricans
 - Mexicans
 - South and Central Americans
 - c) Asians
 - d) American Indians
 - e) Caucasians

4. Identify considerations when dealing with members of different ethnic groups, to include:
 - a) language differences
 - b) dietary differences
 - c) appearance
 - d) religion

5. Identify considerations when dealing with different cultural groups, to include:
 - a) language
 - b) eye contact
 - c) gestures/posture
 - d) personal space
 - e) touching
 - f) manners

INTERPERSONAL

Hours: 2

COMPETENCY TOPIC:

Problems of Mentally Ill and Mentally Handicapped Persons

LEARNING GOAL:

The student will know the definitions of mental illness and mental handicap. The student will comprehend the differences between mental illness and mental handicap and will comprehend basic procedures to follow when dealing with a mentally ill or mentally handicapped individual.

OBJECTIVES:

The student will:

1. Define "mental illness," to include:
 - a) an impairment of the emotional processes, of the ability to exercise conscious control of one's actions, or of the ability to perceive reality or to understand
 - b) impairment which substantially interferes with a person's ability to meet the ordinary demands of living
 - c) does not include retardation, developmental disability, simple intoxication, or drug addiction
2. Identify the major types of mental illnesses:
 - a) psychosis - fundamental mental derangement characterized by defective or lost contact with reality
 - b) neurosis - a mental and emotional disorder that affects only part of the personality, is accompanied by a less distorted perception of reality than in psychosis, and is manifested by various physical, physiological and mental disturbances

- c) psychopathic personality - an emotional and behavioral disorder characterized by a clear perception of reality except for a lack of a social and moral conscience; pursuit of immediate personal gratification

3. Identify symptoms of mental illness, to include:

- a) hallucinations
 - hearing voices
 - seeing something obviously not present
 - tasting something not present
- b) intense anxiety
 - shaking
 - sweating
 - unable to speak
 - signs of terror or panic in absence of real danger or threat
- c) unrealistic physical complaints
 - "heart doesn't work any more"
 - "hole in head and thoughts leaking out"
 - "stomach rotted away"
- d) paranoia
 - irrational distrust of others
 - "The President's spies are trying to kill me."
- e) delusions
 - person believes he/she is someone famous
 - person believes he/she is God
- f) loss of memory
- g) talking to oneself
- h) major changes in behavior
 - someone passive becoming aggressive
 - someone congenial and talkative becoming withdrawn and quiet
- i) dangerous behavior
 - attempted suicide
 - sudden, unprovoked attacks on others

4. Define "mental handicap" as:

- a) a handicap requiring special attention and treatment
- b) a mental dysfunction not related to mental illness

- c) below-normal mental development due to a brain condition
5. Recall possible causes of mental handicaps, to include:
- a) birth injuries
 - b) prenatal causes
 - maternal malnutrition
 - maternal measles
 - c) diseases such as measles or encephalitis at any age
 - d) genetic defects such as Down's Syndrome
 - e) trauma to head such as auto/motorcycle accidents
 - f) anoxia
6. Describe differences between mentally ill and mentally handicapped that might affect officer's discharge of duty, such as:
- a) mentally ill covered by Baker Act
 - b) mentally ill may represent danger to officers (e.g., paranoia)
 - c) mentally handicapped require patience and understanding
 - often cannot follow instructions
 - sometimes ridiculed/coerced into wrongful acts
7. Describe ways in which an officer may recognize a mentally handicapped person^x, to include:
- a) slowed, elemental speech
 - b) lack of coordination for age level
 - c) childish actions
8. Describe ways in which an officer can most effectively handle mentally handicapped persons, to include:
- a) exercise patience and understanding
 - b) ask questions that can be easily understood; give person plenty of time to answer
 - c) give clear, simple instructions
 - d) provide transportation home, if necessary

INTERPERSONAL

Hours: 1

COMPETENCY TOPIC:

Assisting the Physically Handicapped

LEARNING GOAL:

The student will know techniques for dealing with individuals who are deaf, blind or mobility impaired.

OBJECTIVES:

The student will:

1. List procedures to follow when encountering a deaf individual:
 - a) face the deaf person when speaking
 - b) use auxiliary means of communication
 - sign language
 - lip reading
 - writing
2. Recall that lip reading is the least reliable method of communication; that only about 30% of what is said can be lip read.
3. Name the rights of a deaf suspect:
 - a) right to a professional interpreter
 - b) right to make a phone call using telecommunication device for the deaf
4. Recall that a visually-impaired individual who uses a guide dog is always legally blind.
5. Recall that guide dogs are also used for the hearing impaired and the mobility impaired.
6. Identify what an officer can do to assist a visually-impaired or blind individual, to include:
 - a) identify self as law enforcement officer
 - b) ask the person to take your arm
 - c) do not grab the person

- d) never push the person ahead
 - e) ask sighted people in the patrol area to keep sidewalks clear
7. State that when directing traffic and a blind person approaches use verbal direction and identify self as a law enforcement officer.
 8. List procedures an officer should follow when dealing with a blind victim of a crime, to include:
 - a) reassure the person that a law enforcement officer's presence will guarantee safety
 - b) make follow-up calls for a few weeks after the crime
 - c) if extreme fear exists, counseling should be recommended
 9. State that although a blind person does not have one sense the other four are usually very well developed and could aid in the investigation.
 10. Recall that most persons who are mobility-impaired have accepted and adapted to their disability and, therefore, can be dealt with in the same manner as any other police-citizen contact.

VEHICLE OPERATION

Hours: 1

COMPETENCY TOPIC

The Vehicle Driver

LEARNING GOAL:

The student will know the physiological and psychological factors which impact on vehicle operation and control.

OBJECTIVES:

The student will:

1. Recall that vision supplies approximately 90-95% of incoming data to a driver.
2. Identify the components of vision that may impact on vehicle operation and control, to include:
 - a) acuity - sharpness of vision
 - b) depth perception - ability to exercise distance judgment and space perception
 - c) field of vision - ability to see above, below and to the sides
 - d) color vision - ability to distinguish among color
 - e) night vision - ability to see clearly in darkness
3. Recall that a driver's sense of hearing allows him/her to locate the source of a sound (e.g. - siren, screeching brakes, etc).
4. Recall that a driver's sense of equilibrium is important in detecting and identifying vehicle dynamics.
5. Recall that a driver's sense of smell can be used to detect a variety of possible problems, to include:
 - a) gasoline leakage
 - b) propane gas

- c) fire
 - d) electrical short
 - e) brake fluid leak
6. Recall medical conditions that can impair driver functioning, particularly in stressful conditions, to include:
- a) diabetes
 - b) narcolepsy
 - c) heart conditions
 - d) epilepsy
7. Recall transient factors that may impact on a driver's ability to act and react, to include:
- a) stress
 - b) emotions
 - c) fatigue
 - d) drug use
 - e) shift work
8. Recall that coordination and reaction time require a substantially higher degree of refinement when driving in emergency situations.
9. Recall that a driver's psychological attitude is a significant factor in driving.
10. Define "habits" as behavior patterns developed through repetition and not requiring active mental thought.

VEHICLE OPERATION

Hours: 4

COMPETENCY TOPIC:

The Police Vehicle

LEARNING GOAL:

The student will know what to look for during routine maintenance and inspection of the police vehicle. The student will know the basic elements of a pre-ignition check and how the police package vehicle differs from ordinary vehicles. The student will know different types of tires, their importance to effective vehicle control and maintenance/inspection procedures to insure efficient and effective use of tires. The student will know basic elements of vehicle dynamics.

OBJECTIVES:

The student will:

1. Identify exterior areas of the police vehicle to be checked during routine maintenance and inspection, to include:
 - a) body
 - b) windshield and windows
 - c) lights
 - d) tires
 - e) rims

2. Identify interior areas of the police vehicle to be checked during routine maintenance and inspection, to include:
 - a) idle locks
 - b) gauges
 - c) mirrors
 - d) horn
 - e) lights

- f) transport area
 - g) brakes
 - h) air conditioning
 - i) loose items
3. Identify items in the engine compartment of the police vehicle to be checked during routine maintenance and inspection, to include:
- a) fluids
 - b) belts
 - c) hoses
 - d) wires
4. Identify items in the trunk of the police vehicle to be checked during routine maintenance and inspection, to include:
- a) spare tire
 - b) jack
 - c) first-aid kit
 - d) flares
 - e) fire extinguisher
 - f) radio
 - g) absence of gasoline
5. Identify procedures performed in a pre-ignition check, to include:
- a) seat adjustment
 - b) seat belt adjustment
 - c) headrest adjustment
 - d) mirror adjustment
 - e) steering wheel adjustment
 - f) assure proper equipment placement

6. Identify components of the "police package" vehicle suspension system which may differ from an ordinary vehicle, to include:
 - a) springs
 - b) shock absorbers
 - c) McPherson struts
 - d) anti-sway bar
 - e) steering system

7. Identify types of brakes which may appear in a police vehicle, to include:
 - a) drum
 - b) disc
 - c) emergency/parking
 - d) anti-skid or anti-lock brakes
 - e) dual system
 - f) power-assisted brakes

8. Identify major components of the electrical system, to include:
 - a) connections
 - b) alternator
 - c) ammeter
 - d) battery

9. Recall the transmission is the component of a vehicle's drive train composed of gears by which power is transmitted from the engine to a drive shaft.

10. Identify various types of tires, to include:
 - a) bias-ply
 - b) bias-belted
 - c) radial

11. Identify what to look for when performing routine maintenance and inspection of tires, to include:

- a) inflation
- b) wear patterns
- c) balance
- d) alignment
- e) damage to tire
- f) damage to rim
- g) rotation

12. Identify basic elements of vehicle dynamics, to include:

- a) friction
- b) inertia
- c) velocity
- d) speed
- e) weight transfer
- f) vehicle limitations and capabilities

COMMUNICATIONS

Hours: 8

COMPETENCY TOPIC:

Courtroom Demeanor and Testimony

LEARNING GOAL:

The student will comprehend the responsibilities of an officer with regard to court proceedings, the proper appearance of an officer and the appropriate behavior and techniques that an officer should employ when testifying in court. The student will apply these techniques in a moot court setting.

OBJECTIVES:

The student will:

1. Recall pre-trial responsibilities of an officer, to include:
 - a) participate in pre-trial conference, if necessary:
 - review case notes and available reports
 - determine what role officer will play during the trial
 - discuss any questions or concerns
 - clarify admissibility of evidence
 - point out potential weaknesses in case
 - supply past criminal record of defendant
 - b) testify in pre-trial hearing or grand jury proceedings:
 - review reports, case notes and photographs, etc.
 - refamiliarize specifics of case (i.e., time, place, conditions, etc.)
 - anticipate logical questions
2. Recall the importance of depositions, to include:
 - a) one way defense attorneys prepare themselves to cross-examine
 - b) defense attorney may use to attempt to destroy witness credibility

3. Recall the importance of personal appearance when testifying, to include:
 - a) wearing of uniform
 - b) display of firearm
 - c) personal grooming
 - d) posture
 - e) making a good appearance
4. Describe appropriate demeanor to display during a hearing, trial or grand jury appearance, to include:
 - a) present an image of professional appearance, manner, and bearing; when taking oath, raise right hand high and answer in firm voice
 - b) be seated in full view of attorneys and jury; sit in comfortable but alert position with both feet on floor and hands in lap or on chair arms
5. Identify appropriate behavior for giving testimony, to include:
 - a) refrain from fidgeting
 - b) convey signs of confidence; do not put hands over mouth or convey an evasive manner
 - c) be courteous; use proper titles
 - d) avoid sarcasm, witticism or ridicule
 - e) face the judge or jury except when short answers are required
 - f) look directly at attorney asking questions
 - g) narrate incidents in chronological order
 - h) never guess what an answer is
 - i) present modest demeanor; display a sincere interest in accuracy and truth of statement
 - j) avoid bias and prejudice
 - k) avoid display of extraordinary interest in case

- l) be concise and expressive; avoid monotone
 - m) pause when answering defense attorney to give prosecutor time to raise any objection
6. Identify different kinds of objections that may be raised, to include:
- a) leading question
 - b) calling for conclusion of witness
 - c) irrelevancy
 - d) not within proper scope of questioning
7. Identify the rulings a judge may make on any objection, to include:
- a) sustain
 - objection upheld
 - witness may not answer
 - mistrial could result if witness answers and witness held in contempt
 - b) overrule
 - witness may answer question
8. Describe tactics used by opposing counsel during cross-examination, to include:
- a) rapid fire questions - used to confuse and to attempt to force inconsistent answers
 - b) condescending counsel - to give impression witness is inept, lacks confidence or is unreliable
 - c) friendly counsel - to lull witness into a false sense of security to give answers in favor of defense
 - d) badgering, belligerent - to make witness angry so sense of logic and calmness is lost and officer portrayed as one who can lose temper
 - e) mispronouncing officer's name or using wrong rank - to cause lack of concentration on witness' part (focus on error rather than question)
 - f) suggestive question - attempt to confuse or lead witness

- g) demanding a "yes" or "no" answer to a question that needs explanation - to prevent pertinent and mitigating details from being considered by the jury
 - h) reversing witness words - to confuse witness and demonstrate a lack of confidence in witness
 - i) repetitious questions - to obtain inconsistent or conflicting answers from witness
 - j) conflicting answers - to show inconsistency in the investigation
 - k) staring - to provoke the witness into offering more than the question called for
9. Describe techniques the officer may use to overcome cross examination tactics used by defense counsel, to include:
- a) rapid fire tactic
 - take time to consider question
 - be deliberate in answering
 - remain calm
 - ask to have question repeated
 - b) condescending counsel tactic
 - give firm, decisive answer
 - ask to have question repeated if improperly phrased
 - c) friendly counsel tactic
 - stay alert
 - be mindful that purpose is to discredit
 - d) badgering/belligerent tactic
 - stay calm
 - speak in deliberate voice
 - give prosecutor time to make appropriate objections
 - e) mispronunciations tactic
 - ignore
 - concentrate on question
 - f) suggestive question tactic
 - disregard suggestion
 - concentrate carefully on facts
 - answer question

- g) demanding "yes" or "no" answer tactic
 - explain answer to court
 - if stopped by counsel, pause until court instructs you to answer in your own words
- h) reversing witness words tactic
 - listen intently whenever counsel repeats back something you have said
 - remember what you said
 - if counsel makes an error, correct it
- i) repetitious questions tactic
 - listen carefully to questions
 - answer, "I have already answered that question"
- j) conflicting answers tactic
 - remain calm
 - be guarded in your answers
 - if exact information not known (i.e., measurement of something) use the term "approximately"
 - refer to your notes
- k) staring tactic
 - remain calm
 - shift gaze away from defense attorney
 - wait for next question

10. Demonstrate, via moot court exercise, proper demeanor and methods for effective testimony.

COMMUNICATIONS

Hours: 1

COMPETENCY TOPIC:

Radio Procedures

LEARNING GOAL:

The student will know the duties and role of partners using the radio communications system. The student will comprehend communications privacy, general rules, and microphone techniques and apply these rules and techniques in a practical exercise.

OBJECTIVES:

The student will:

1. Recall communications privacy when using a mobile radio system, to include:
 - a) display care and concern for the public by using appropriate procedures so as to lessen distress and concern when in the presence of an apprehensive citizen
 - b) lessen risk of exposure and danger when in the presence of a suspect
2. Recall that it is important to establish a good working relationship with the duty officer/radio communications officer.
3. Recall general radio procedures, to include:
 - a) plan messages before transmitting
 - b) avoid interrupting other units
 - c) give the receiver of the message time to acknowledge before repeating
 - d) pay attention to transmissions from other units
 - e) acknowledge all calls promptly
 - f) use courtesy
 - g) avoid humor and horseplay

- h) avoid arguments and sarcasm
 - i) never use communications systems for illegal or personal purposes
4. Recall appropriate microphone techniques, to include:
 - a) place mouth one to three inches from microphone, speaking directly into it
 - b) speak slowly and distinctly
 - c) use evenly modulated tone of voice
 - d) avoid displays of emotion
 5. Demonstrate proper use of portable radio unit.
 6. Demonstrate proper use of base station.
 7. Demonstrate proper preparation of radio messages.