## Course Competency

**Competency 1:** The student will be able to know the uses of mobile electronic devices and identify how they serve as law enforcement information resource. The students should understand the proper procedure for using the radio by:

1. Explaining the uses of a mobile electronic device (MED) in conducting police functions.
2. Identifying the importance of radio communication in the performance of a patrol officer’s duty.
3. Describing the main components of radio equipment that an officer may use.
4. Describing the duties of dispatch personnel in responding to 911 calls and sending and receiving information.
5. Explaining policies regarding law enforcement radio transmissions.
6. Explaining appropriate protocol when constructing and transmitting law enforcement radio messages.
7. Describing the standard procedures for law enforcement radio communication during a patrol shift, including checking in and out of service and constructing messages.
8. Demonstrating proper use of a police radio.

**Competency 2:** The student will be able to understand the uses and restrictions of criminal justice information systems including FCIC (Florida Crime Information Center) and NCIC (National Crime Information Center) by:

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1. Explaining what type of information is available through the FCIC, NCIC and NLETS databases when conducting a person or property check.
2. Identifying the policies governing information available through FCIC, NCIC and NLETS.
3. Explaining how to run a database check of a person or property using FCIC/NCIC in accordance with agency policies and procedures.
4. Explaining what type of information is available through DAVID, FALCON, CJNET, and other online sources when conducting a person or a property check.

**Competency 3:** The student will understand what community-oriented policing encompasses and how it is implemented using problem-solving models by:

- Information Literacy
- Social Responsibility

| 1. Explaining the concept of community-oriented policing. |
| 2. Describing principles an officer practices including problem-solving models and community partnerships. |
| 3. Combine intelligence-led policing strategies with community-oriented policing activities. |

**Competency 4:** The student will understand the different types of stress, how stress affects the body, and how to manage stress by:

- Information Literacy

| 1. Describing the types of stress that an officer may experience while performing his or her duties. |
| 2. Explaining the symptoms and effects of post-traumatic stress disorder that a law enforcement officer may experience. |
| 3. Identifying the factors that contribute to the development of stress in an officer while performing his or her duty. |
| 4. Describing the ways an officer can recognize and manage stress in his or her personal and professional environment. |

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**Course Competency 5:** The student will be able to understand the role of observation, factors that affect observation, and how training and being mentally and physically fit will prepare the officer to reduce injury and survive dangerous situations by:

1. Distinguishing between observation and perception in the performance of a law enforcement officer’s duties.
2. Describing the uses of observational skills in the performance of law enforcement duties.
3. Using the senses while conducting law enforcement duties.
4. Maintaining physical fitness to avoid injury or death to self and others when performing the duties of an officer.
5. Maintaining an appropriate mindset that avoids complacency and emotional reaction, and preserves situational awareness while on patrol.
6. Maintaining equipment and the level of training to perform effectively and preserve officer and public safety.

- Information Literacy

**Course Competency 6:** The student will understand the importance of knowing their assigned patrol area, methods of patrol, and how to prepare a BOLO (Be On the Look Out) by:

1. Identifying the need to inspect duty equipment to ensure functionality and promote officer safety.
2. Attending a law enforcement operational briefing to exchange specific types of information for effective performance while on patrol.
3. Describing the function of a BOLO.
4. Listing the criteria to include in an effective BOLO.
5. Identify when to begin the process for initiating a BOLO.
6. Identifying when to begin the process for canceling a BOLO.

- Critical thinking
- Information Literacy

**Course Competency 7:** The student will understand how to properly respond to calls for service, safely assess a situation upon arrival, and contact witnesses and complainants at the scene by:

- Communication
- Critical thinking
1. Evaluating information received from dispatch prior to arriving at the scene to ensure officer safety.
2. Communicating officer status with dispatch on arrival and throughout the incident to ensure officer safety.
3. Determining a course of action after surveying the scene for threats, injuries, and the need for additional resources.
4. Identifying what happened, who was involved, and possible suspects by interviewing the complainant, witness(es) and victim(s).

**Course Competency 8:** The student will understand how to safely approach and interact with a suspect by:

1. Describing observational techniques for safely approaching a suspect.
2. Identifying factors that compromise officer safety.

**Course Competency 9:** The student will understand how to properly respond to a call for backup by:

1. Determining if the scene warrants an emergency or nonemergency backup response based on the incident circumstances and officer safety.
2. Describing situations that would increase or decrease the emergency of the backup response.
3. Identifying how to safely approach the scene based on the incident circumstances when providing officer backup.
4. Describing the type of assistance that the primary officer may need when providing backup.

**Course Competency 10:** The student will understand the purpose of, and how to, establish a perimeter by:

1. Defining perimeter and its use to ensure officer and public safety.
2. Identifying resources available to establish a perimeter.

- Critical thinking
- Communication
- Critical thinking
- Information Literacy
3. Identifying how to establish a perimeter to ensure public safety.
4. Describing how to monitor a perimeter for any change of status.

**Course Competency 11:** The student will understand the steps necessary to conduct a legal and tactically sound building search by:

1. Determining legal requirements for conducting a search of a building or grounds for a suspect.
2. Requesting additional resources when necessary to conduct a thorough search of a building or grounds for a suspect.
3. Ensuring the safety of noninvolved people prior to searching the building or grounds for a suspect.
4. Describing effective techniques for conducting a search of a building or grounds for a suspect.
5. Demonstrating appropriate techniques for searching a building or grounds for a suspect.

**Course Competency 12:** The student will understand how to make an arrest, pursue a suspect on foot, and transport a prisoner from the scene to a booking facility by:

1. Identifying the steps needed to make a safe and lawful arrest.
2. Seizing and secure contraband.
3. Explaining the arrest process to family or involved people.
4. Explaining why announcement of a high profile arrest involves notification of the supervisor and the use of the public information officer.
5. Determining how to safely pursue a suspect on foot.
6. Describing how to conduct the safe escort of a prisoner on foot.
7. Explaining situations that require a custodial transport with an agency vehicle.
8. Explaining how to safely restrain and secure a person and property for custodial transport in an agency vehicle.
9. Displaying how to safely transport a person in custody to another location in an agency vehicle.
10. Demonstrating how to properly transfer the person and property to the receiving facility.
11. Describing how to store an officer’s weapons safely prior to entering a secured facility.

**Course Competency 13:** The student will understand the proper procedures for prisoner intake and processing by:

- Communication
- Information Literacy

1. Assembling complete and accurate documents for processing the suspect at the receiving agency.
2. Explaining booking procedures to the arrestee, to include taking photographs and fingerprints and the inventory of the arrestee’s personal property.
3. Advising receiving facility staff of any known medical conditions or threats made by the arrestee.
4. Describing the procedures for processing a juvenile in an adult detention facility.
5. Submitting evidence when processing a suspect in accordance with agency policy and procedure.