

23.01.01 Orientation

8 Hours

Learning Objective(s): BA2, HP1, FP6

Orientation is conducted on the first day of class. Students are issued computer equipment and uniforms and shown how to access the available technology resources during their training at KLETC. They are introduced to the Student Code of Conduct handbook, and key points are discussed in the classroom. Expectations for success are outlined, covering student behaviors as law enforcement officers, testing standards, and graduation requirements.

23.01.02 Intro to Fitness

23.01.03 Fitness

23 Hours

Learning Objective(s): PF1, PF2, PF4

Introduction to Fitness is conducted early in basic training. This session consists of classroom time teaching the basics of physical fitness and health followed stretching and the initial physical fitness assessment. The initial assessment consists of one minute of pushups, one minute of sit-ups, and a one-and-a-half-mile run. The following sixteen sessions are approximately one hour length and consist of various cardiovascular, muscular endurance, muscular strength, and flexibility enhancement. Students are assessed mid-term and at the end of basic training to review improvements.

Students are informed that there are many areas in the law enforcement career that revolve around being physically fit, maintaining good health and overall wellness. Many health-related components (cardiorespiratory fitness, body composition, flexibility, absolute strength, dynamic strength) and motor-related components (coordination, agility, power, balance, speed, accuracy) of physical fitness are essential for the first responders to successfully complete critical job tasks. Students are told to develop a personal fitness plan that incorporates a balance of both proper exercise and nutrition. Students learn the negative side effects of poor exercise and nutritional habits.

23.01.03 Yoga for First Responders (YFFR)

Hours combined with Fitness

Learning Objective(s): PF4

These classes are part of Fitness training but cross into other areas such as Resilience, Control Tactics, Stress and Fitness for Duty. These classes equip students with a foundation for lifelong health and well-being. This course incorporates yoga practices specifically tailored to law enforcement needs. Through a focus on functional movement, students develop strength, flexibility, and balance – essential physical traits for police work. The class also integrates breathwork and mindfulness techniques, promoting stress management and mental resilience, which are crucial for first responders. Yoga poses are adaptable to accommodate various fitness levels, ensuring all students have this complete approach to overall wellness. By integrating yoga with other aspects of health and fitness, this class enables future officers to navigate the physical and mental demands of their careers with focus and resilience.

23.01.04 Mechanics of the Draw

1 Hours

Learning Objective(s): This class currently includes legacy learning objectives that are under review and will be updated. You will receive a separate document detailing the existing learning objectives for this class.

In this class, students are introduced to various firearms-related topics, including the four primary firearms safety rules, universal cover, and equipment considerations for duty belt holsters. They also learn about the tactical stance, proper grip, and the 4-stage draw process. The class includes periods for hands-on practice during the lecture. Beyond the technical aspects of the draw process, there is a discussion on its significance for critical thinking in use-of-force situations, including understanding when an officer should place their finger on the trigger.

23.01.05 Resilience

8 Hours

Learning Objective(s): RE1, RE2, PF3, SP3, CR3

The Resilience class is designed to equip law enforcement officers with the skills necessary to handle the stress and challenges of their demanding profession on and off duty. The course teaches building physical, mental and emotional resilience, techniques for stress management, and promoting overall well-being. Participants learn about stress's physiological and psychological impacts, strategies for maintaining mental health, and methods to enhance their coping mechanisms. Students build a resiliency plan that can be used once they leave basic training. Students write letters to loved ones to hold them accountable to the resiliency plan. Students' journal throughout the course based on content acquired in the review of the book Emotional Survival for Law Enforcement by Dr. Kevin Gilmartin.

23.01.06 Communications

8 Hours

Learning Objective(s): CM1

Law enforcement officers communicate with a variety of persons in diverse situations and environments utilizing basic communication concepts, integrating knowledge of barriers and biases, cultural languages and meanings, and applying specific communication skills and strategies to match the situation at hand using professional, socially appropriate language. Students are introduced to concepts supporting a structured Tactical Eight-Step Communication Format and Five-Step Tactical Compliance Format to generate voluntary compliance from the individuals they interact with. Role-playing exercises support this process, allowing students to use the two formats while interacting with classmates.

Students are encouraged to use the communication formats during training scenarios and evaluated on their ability to use the concepts during Performance Evaluations throughout their training at KLETC. This class introduces communication concepts reinforced throughout the training process at KLETC.

23.01.07 Critical Thinking

4 Hours

Learning Objective(s): TC1

This course trains police recruits in critical thinking skills and emotional intelligence, both crucial for effective decision-making in the field. Recruits learn a 7-step problem-solving framework that emphasizes root cause analysis, information gathering, evidence evaluation, and the development of well-considered action plans.

The course delves into factors influencing human behavior, including personal beliefs, societal values, and emotions. Recruits critically examine their own perspectives and potential biases, understanding how these can impact decisions and comparing them to ethical and legal standards.

Scenario-based exercises allow recruits to apply critical thinking skills, evaluate the consequences of different choices, and communicate their decisions. The course also highlights emotional intelligence, covering concepts such as self-awareness, self-regulation, empathy, and motivation. Recruits learn how these skills can enhance communication, de-escalate tense situations, and improve decision-making under pressure. This comprehensive approach prepares recruits to navigate the complexities of law enforcement and serve their communities effectively.

23.01.08 Introduction to the Kansas Criminal Justice System

3 Hours

Learning Objective(s): LP2, LP5, CT1

This program is designed to help students grasp the three main subsystems of the Kansas Criminal Justice System: law enforcement, the judicial system, and corrections. It covers how Kansas and local agencies derive their authority through federalism and how state statutes, ordinances, and resolutions apply within their jurisdictions. Additionally, students learn how these subsystems interact to meet the objectives of the Kansas Criminal Justice System.

The seven Core Competencies for officers in Kansas are as follows: 1) Officer Safety, 2) Legal Understanding and Application, 3) Investigations, 4) Fitness for Duty/Resilience, 5) Procedural Justice, 6) Report Writing/Testifying, and 7) Law Enforcement Officer (LEO) Duties/Behaviors. Each learning objective in the basic

training curriculum is based on these competencies. In this course, these core competencies are reinforced through lectures and discussions. Students research their jurisdictions, learn about the roles of various levels of government (local, state, federal), and understand the importance of professionalism and collaboration within the Kansas Criminal Justice System.

23.01.09 Stress and Fitness for Duty

4 Hours

Learning Objective(s): UF4, CR8

This class builds on the principles of resilience by examining the crucial role of physical, mental, and emotional fitness in use-of-force situations. Through classroom exercises, participants gain a deeper understanding of how stress affects the body's ability to perform under pressure. Key topics include identifying the physical, mental, and emotional signs of stress, strategies for mitigating stress responses, and understanding how fatigue levels can fluctuate throughout a shift, potentially impacting performance in use-of-force scenarios.

The course also introduces the concepts of critical incident stress defusing and debriefings, emphasizing their importance in processing events, managing emotions, and promoting officer well-being. Students are equipped with a foundational understanding of self-awareness and proactive stress management, essential for preparing for the demands of law enforcement, maintaining peak performance during critical incidents, and establishing a foundation for recovery.

23.01.10 Community Caretaking 1

3 Hours

Learning Objective(s): CS8, CS9, FP3

The class addresses the role of law enforcement officers as community caretakers, encompassing a wide variety of responsibilities beyond criminal investigations. These responsibilities include enforcing codes or ordinances and serving as an after-hours contact for local government. Students are taught to familiarize themselves with their communities to better understand the community's expectations of its law enforcement officers.

The class also emphasizes the importance of avoiding racial and bias-based policing. Students are introduced to the concept of implicit bias and discuss how human biases can impact policing, including the potential loss of community trust. They are provided with tools to recognize and overcome their own biases, including the development of emotional intelligence.

23.01.11 Community Caretaking 2

3 Hours

Learning Objective(s): CR6, LP3, PU2, PU6, CS4

Community Caretaking Two is the second part of a course focused on fostering a mindset that enables officers to patrol communities in an open, honest, and dignified manner, thereby conveying trust to the community. To broaden the perspective on community caretaking, this part is taught by a different instructor than Part 1. Students are introduced to key source documents, including the *Final Report on the President's Task Force on 21st Century Policing*, and are reminded that law enforcement is a service-oriented career path—a mindset they demonstrated through their own interview process.

The course emphasizes procedural justice, which is built on the four pillars of voice, transparency, fairness, and impartiality. Students are reminded that they are, by default, leaders who must be transparent and action-oriented, embodying the goals of their communities. They learn that as officers, they are not only the first line of defense but also figures in the public eye, expected to serve as role models.

Video examples and group exercises help illustrate past law enforcement malpractice and its impacts, encouraging students to engage in discussions. The instructor guides these conversations to reinforce the principles of procedural justice, emphasizing that openness, dignity, and respect are essential across the justice system.

23.01.12 4th Amendment, Citizen Contacts and Arrests

2 Hours

Learning Objective(s): AR1

This class focuses on analyzing legal elements to allow detention or restriction of a person's freedom of movement. The 4th Amendment's content, history and purpose are discussed.

Students are exposed to the four recognized types of legal contact law enforcement officers can make with citizens. They learn the difference between 4th Amendment seizures of a person, including detention/custody, and contacts that do not constitute a seizure. Students are introduced to the legal standards of proof governing citizen seizures and how to articulate them using the Totality of the Circumstances test. Concepts regarding the acceptable duration and diligence required for a legal detention are discussed. Students also learn Kansas specific laws governing various issues involving law enforcement duties when making an arrest. This includes arrests with a warrant; the power to arrest; method and timing; and releasing arrestees.

23.01.13 Writing Skills 1 and 2

5 Hours

Online Version Available

Learning Objective(s): WR1, WR2

Writing Skills 1 is an online class where students are instructed to complete an instructional tutorial on writing skills, followed by a video depicting a missing child scenario. They are tasked with reviewing the tutorial, watching the video, and then writing a narrative report as if they were the primary officer on scene. The reports are then reviewed by an instructor who provides feedback on each student's work.

Writing Skills 2 is held in person approximately a week later. Students first access their Writing Skills 1 reports on their laptops and exchange them with classmates for peer feedback. They then share insights gained from reading others' reports with the class.

The instructor provides a brief lecture covering key aspects of report writing, including the importance of chronology, conciseness, and completeness, as well as the role of reports in the legal process and the significance of accuracy. Grammar, punctuation, and word choice are also discussed, with a focus on making report writing more about observation and reporting than actual writing.

Two short exercises follow the lecture.

The first, "Erratic," highlights the importance of using specific words over vague terms. Students define the word "erratic" and share their definitions with the class, leading to a discussion on how vague language can cause confusion, especially for jurors.

The second exercise, "Watch Me," involves the instructor performing simple actions in the classroom, such as picking up a coffee cup, moving a chair, and relocating a pencil. Students are asked to write a report on what they observed, emphasizing the ease of

reporting incidents chronologically, concisely, and completely. The exercise illustrates that the same approach applies to both simple and complex incidents. The course concludes with an emphasis on the simplicity of completing a report, aiming to dispel fears of inadequate writing skills. Other parts of basic training incorporate police reporting about part of the course work.

23.01.14 Legal Applications of Force and Liability

4 Hours

Learning Objective(s): UF3

In this class, the legal guidelines of force are covered. Definitions of different force topics are covered first. Students are instructed on the four reasons officers may use force and are also given examples of when officers may not use force in the course of their duties. Students are also introduced to three leading Supreme Court cases regarding the use of force which are *Graham vs. Connor*, *Tennessee vs. Garner* and *Scott vs. Harris*. These cases are assigned to groups to research and teach back to the class.

This class also covers the Kansas statute regarding the use of force. This statute covers in detail when officers may use force against a person in the course of their duties. Students also learn about human performance factors in use of force encounters and what leads to hesitation. Lastly, documenting and articulating the use of force is covered. Students are shown the Kansas Use of Force report form and if time allows, have a brief exercise filling out a Use of Force report form from a video shown in class.

23.01.15 Traffic Law

4 Hours

Learning Objective(s): VS1, CO1, CO2, FP15

In Kansas, as well as other states, a variety of vehicles travel the roadways that officers patrol. A key attribute for officers to possess is a knowledge of the different vehicle types, as well as the registration and insurance requirements for these vehicles. Officers must be able to articulate the legal basis for vehicle stops to the driver at the time of the stop and also while testifying in court. During a vehicle stop for a violation of traffic law or investigation of a collision, an officer is expected to understand the necessary registration and insurance requirements.

Students are given the opportunity to do in-class research on various vehicles encountered on Kansas roadways. The student groups do a teach-back to the class on definitions of the vehicles. This class introduces students to Kansas registration, insurance, and driver's license requirements; as well as legal and ethical considerations of vehicle stops, which are reinforced during collision investigation and vehicle stops classes.

23.01.16 Procedural Justice and Ethics

4 Hours

Learning Objective(s): PU1, PU8, PU9, PU10

In this class, students are introduced to the Four Pillars of Procedural Justice and discuss the importance of maintaining police legitimacy. They receive a brief definition of ethics and their role as community caretakers. Students engage with each other on the significance of ethical conduct in policing and how their actions can have global implications. They examine why officers might choose to act unethically and develop strategies and tools to assist in making sound ethical decisions while on duty.

Students participate in open discussions about police discretion and the responsibilities it entails. The topic of gratuities is also covered, exploring how they can be perceived differently depending on the giver's mindset. At the end of the class, students are presented with the IACP Code of Ethics. Each paragraph is discussed in detail, and students sign their own personal copy. They are encouraged and taught methods to perform ethical self-checks throughout their careers.

23.01.17 Juvenile Law

1 Hours

Learning Objective(s): JV2, AR8

This class examines laws and policies specific to juvenile offenders, focusing on their arrest, transportation, and placement. It emphasizes following legal and accepted protocols in these processes. The class also discusses the goals of the juvenile justice system and highlights the distinction between a "juvenile offender" and a "child in need of care."

Students learn how to identify possible juvenile offenders. Kansas laws governing when a juvenile may be taken into custody are discussed. Juvenile offenders and domestic violence offenses are explored. Students review laws restricting juvenile placement in both adult and juvenile detention facilities. Students examine constitutional rights for juvenile offenders, including special rules regulating Miranda warnings. Issues regarding parental notification and obligations of parents are considered.

23.01.18 4th Amendment Warrant Requirements

3 Hours

Learning Objective(s): SW1

This class focus on Evaluating situations in which a warrant is required before a search, and Examining rules regarding the admissibility or exclusion of evidence in a court of law. The text of the 4th Amendment relevant to search warrants is considered along with defining a search is. Concepts of “reasonable expectation of privacy” and “governmental conduct” are explored. Specific situations related to a reasonable expectation of privacy are discussed including homes, curtilage, vehicles, personal property, abandoned property, and sensory-enhancing devices.

Students receive training about the purpose and effect of the “Exclusionary Rule” and its exceptions. They also review the basics of the rules of evidence. The class focuses on what officers can do during investigations to help prosecutors admit relevant information into evidence. This includes concepts involving privilege and hearsay rules.

23.01.19 Criminal Code 1

23.01.21 Criminal Code 2

8 Hours

Learning Objective(s): LP4

Students are instructed on how to read and interpret Kansas criminal statutes and articulate the elements of crimes. The course covers the identification of misdemeanors, felonies, and infractions. Students are provided with the Pocket Guide to Kansas Criminal Law for class use and are introduced to additional resources, such as mobile apps and the Kansas Legislator website, for further reference. A total of 41 statutes are examined, spanning sections including anticipatory crimes, crimes against persons, crimes against public peace, sex offenses, crimes affecting the government,

crimes against public safety, and crimes against property. Throughout the Criminal Code 1 and 2 courses, students learn not only how to read and understand these statutes but also the importance of clear articulation and thorough investigation.

23.01.20 Handcuffing 1, 2 & 3

7 Hours

Learning Objective(s): PT3

The Defensive Tactics (DT) program begins with handcuffing techniques, including standing, prone, and kneeling handcuffing. Standing handcuffing focuses on efficient application by having the handcuffs ready before gaining control, allowing for a smooth and effective process. Prone handcuffing emphasizes controlling the arm and shoulder before applying the cuffs and then safely moving the subject from prone to a standing position. Kneeling handcuffing is similar to standing, with the added step of guiding the subject into a controlled kneeling position. All three techniques emphasize proper cuff fit and the importance of double-locking the handcuffs.

23.01.22 Search Warrant Standards

2 Hours

Learning Objective(s): WR4, SW2

This class focuses on the procedures for obtaining, serving, and closing a search warrant. It covers generating search warrants and related documents essential for law enforcement officers and examines rules regarding the admissibility or exclusion of evidence in court. The course includes a review of the 4th Amendment as it pertains to search warrants. Students practice articulating probable cause and describing places or items with particularity. The class offers a detailed tutorial on completing a warrant, methodically examining each section. Students are required to prepare and submit a warrant for instructor review.

Students understand distinct statutory requirements for obtaining and executing a search warrant in Kansas. These statutory requirements include knock and announce, use of force, detention and search of persons on the premises; excluding people from the premises; scope of a search; and limitations regarding strip/body cavity searches.

23.01.23 Officer Safety Within the Community and Community Aftercare

4 Hours

Learning Objective(s): UF2, PT4, SP5, TC2, TC4

In this class, students learn about the impact of stressful events on officers and how to manage the stress response. They examine how technological advancements have significantly reduced officer fatalities over the past 50 years. The concepts of fight, flight, and freeze are covered, helping students understand why these reactions occur during stressful situations. Various body cam videos are shown, prompting students to evaluate officers' actions during stressful events. After viewing, students discuss and assign grades within their table groups, explaining their reasoning. This fosters a healthy discussion about the diverse tactics and problem-solving skills officers need in every situation.

The course delves deeply into the topic of stress, emphasizing how it affects the body and decision-making. Students learn to recognize suspect behaviors and understand their importance. The class also reviews the circumstances under which officers may use force, focusing on reacting to the threat of violence rather than the violence itself. Finally, decision-making models for stressful events are covered, with an emphasis on positioning themselves for successful outcomes.

23.01.24 De-Escalation and Communication with People in Emotional Crisis

8 Hours

Learning Objective(s): PD2, PD7, PD9

In this class, students are introduced to the need for crisis communication skills and how to apply them when interacting with individuals experiencing high emotional, physical, and mental imbalance due to a crisis. Students are taught the four stages of a crisis and the Danger and Opportunity Model. They are given examples to identify the different stages as they observe people progressing through them. Additionally, students are challenged to consider what to do when an officer goes into crisis while performing their duties, serving as an introduction to the Duty to Intervene from an officer's perspective. Students learn to differentiate between aggressive behaviors and venting behaviors. They are also introduced to the basic responsibilities of first

responders upon immediate arrival at a crisis scene: stop the killing, stop the dying, and secure the scene.

Once students understand how to identify a crisis, they are taught de-escalation tactics to address imbalances (mental, emotional, physical, spiritual) and help the person in crisis regain rational thought. Students are also introduced to the art of mediation and the use of police discretion in crisis situations, with an emphasis on a win/win approach. The class concludes with a review of different communication styles, including persuasion communication, crisis communication, and conversational communication.

23.01.25 Mitigating Threats

4 Hours

Learning Objective(s): PT1

During Mitigating Threats, students learn simple yet valuable tactics and skills they can use on every call to minimize risk on every call they go on. The first exercise of the class is to have students in their table groups read a scenario based on a real call and come up with what they think the best way to handle that call would be. Students are encouraged to use different decision-making models to help them in their response. The Deputy Kyle Dinkheller video is shown, and several issues related to force, distance, space management, cover, concealment and suspect management are covered in a discussion. The 7 basic concepts of officer safety are covered, including: assessment, breathing, cover/concealment, distance, exit, threat, and communication.

Unique to this class, students are divided into groups of 6-8, and are sent out on a "tac-walk." During this tac-walk, students take along their 7 basics of officer safety information and go outside the classroom to come up with how those 7 basics apply to the environment they find themselves in. If students wish, they can come up with a scenario for the location and how they would use the 7 basics to minimize their risk. Mental tools to help officers stay focused during stressful events are covered as well. Lastly, the use of certain equipment is covered, including the importance of wearing a vest at all times while on duty and making sure certain equipment is checked regularly and thoroughly.

23.01.26 Exceptions to the Warrant Requirement

4 Hours

Learning Objective(s): SW1, CT6

This class focuses on identifying exceptions to the warrant requirement and is designed to be interactive, combining lectures with student activities. Students review concepts from previous 4th Amendment classes and explore how these exceptions can be legally applied. The class emphasizes how different exceptions can build upon each other. The exceptions covered include: (1) search incident to arrest, (2) protective sweep, (3) inventory searches, (4) stop and frisk (Terry Frisk), (5) plain touch/feel, (6) plain view, (7) automobile exception (Carroll Doctrine), (8) consent searches, (9) exigent circumstances, (10) hot pursuit, and (11) emergency aid doctrine.

23.01.27 Safe Arrest Practices

4 Hours

Learning Objective(s): SE1, SE2, SE3, HP4

In this class, the focus is on conducting safe searches of suspects, emphasizing three key safety rules: handcuffing all suspects with few exceptions, conducting searches in a safe area, and maintaining physical contact with the suspect to ensure control. The rubric for Safe Search Practices highlights the importance of searching in a safe area, starting with the "area of concern," maintaining control of the suspect, verbalizing actions during the search, and performing a systematic and complete search with proper handling of found items.

A portion of the class is dedicated to the Terry Frisk, where the case facts and original police report by Officer Martin McFadden are discussed to provide context. The instructor demonstrates the Terry Frisk, and students practice it in groups of three, ensuring a witness is always present. The class then transitions to searches incident to arrest, where students practice searching a suspect in the prone position, particularly in cases involving violent, aggressive, or uncooperative suspects. The prone position is demonstrated as safer for maintaining control until transport.

23.01.28 Safe Arrest Practices Practical

7 Hours

Learning Objective(s): AR2, AR3, AR4

Students discuss the importance of maintaining a safe environment during arrests and other investigations. After a brief foundational overview in the classroom, students receive a scenario or tabletop exercise. This exercise requires them to develop a plan for making an arrest in various environments. Working in groups, students discuss safety considerations for their scenario and present their plans to their classmates.

Following the classroom discussion, students move to a practical exercise to engage in a hands-on application of maintaining a safe environment. They practice applying handcuffs and conducting searches in different settings, ensuring they understand the safety considerations required in fluid and dynamic situations. Students peer-grade this practical exercise to prepare for a benchmark performance test that incorporates three weeks' worth of skills.

23.02.01 Control, Custody and Defense

4 Hours

Learning Objective(s): PT4, PT5, HP2

The Defensive Tactics (DT) program continues with a lecture covering post-incident care, expected injuries resulting from use-of-force events, and handling individuals with medical issues or excited delirium. Following the lecture, the course moves to the gym, where students are taught basic techniques for controlling a subject and defending themselves, both while standing and on the ground. The program also includes instruction on the basic use of intermediate tools, such as the baton and OC spray. The overall goal is to equip students with fundamental skills to help them remain calm, defend themselves, and effectively control subjects in high-pressure situations.

23.02.02 Law Enforcement Responder

7 Hours

Learning Objective(s): SP4, FP2, FP6, FP8, FP9, FP10, SP4, BA4, CO4

This course provides students with a comprehensive overview of their patrol responsibilities. It covers the importance of being both physically and mentally prepared for duty, as well as the significance of proper duty gear and uniform maintenance. The classroom instruction includes patrol tactics such as scene security, officer safety, cover and concealment techniques, response considerations, and available agency resources. Students will work through various scenarios in groups, present their solutions to the class, and participate in discussions led by the instructor on different approaches to the scenarios.

23.02.03 Subject Control Techniques

4 Hours

Learning Objective(s): PT4, PT5

This portion of the program focuses on providing students with several options for taking a subject to the ground. The techniques are designed to be adaptable based on the officer's positioning during a confrontation, whether they are in front of or behind the subject. These methods rely on body mechanics and leverage rather than strength, making them effective for a wide range of situations. An important aspect of this session is teaching officers the option to disengage, reassess, and reengage with an alternative approach if needed.

23.02.04 Self-Control and Duty to Intervene

2 Hours

Learning Objective(s): UF5

Students discuss the aspects of self-control and what the duty to intervene means to each of them. They watch several body cam videos of officers using excessive force, some instances being more obvious than others. Students must

determine when the intervention should have taken place and how that intervention could have been carried out.

Class discussions explore the requirement for officers to intervene if they witness excessive force and the consequences if they fail to do so. Topics include self-regulation, compassion for others, and an examination of what stresses officers and why resilience is so important. This helps reinforce the importance of maintaining emotional and mental stability in high-pressure situations.

23.02.05 Tactical Casualty Care

6 Hours

Learning Objective(s): CR3

The Tactical Casualty Care for Law Enforcement course is a six-hour program divided into four hours of lecture and two hours of practical training, based on the Tactical Combat Casualty Care (TCCC) principles developed by the military.

The course begins with an introduction to the importance of tactical medicine and progresses to detailed instruction on managing critical injuries in high-stress situations.

Students will learn techniques for controlling blood loss, including the use of pressure points, tourniquets, wound packing, pressure bandages, and chest seals. Additionally, they will receive training on how to insert a nasopharyngeal airway to keep the airway open. The course concludes with a focus on strategies for safely moving injured individuals to an evacuation point. This comprehensive training equips law enforcement personnel with essential skills for effective response in tactical environments.

23.02.06 Risk Management During Arrests

4 Hours

Learning Objective(s): UF1

This class builds on the Legal Application of Force taught earlier in the basic program. While terminology is reinforced, the focus shifts to the tactics and tools students have learned since the beginning of the program. This course integrates the legal understanding of force with practical tactics.

The class covers *Graham vs. Connor* in greater detail, including the *Graham* factors and other factors the court may consider in determining reasonableness.

A significant portion of the class is dedicated to force escalation and de-escalation. Students learn when force should and should not be escalated, including best practices for controlled escalation. Topics include entering at the lowest appropriate level of force, establishing verbal control, displaying and verbally identifying weapons, identifying consequences of non-compliance, using force, and follow-up control.

The importance of articulating the use of force is emphasized, ensuring students understand that articulation is a key component of justifying force. The class concludes with time spent in a use-of-force simulator, where students engage in scenarios and discuss judgmental force decisions.

23.02.07 Critical Thinking Exercise

2 Hours

Learning Objective(s):TC4

Building on the Critical Thinking course previously taught, this course further hones students' critical thinking skills through practical exercises. Students engage with law enforcement scenarios via group discussions and collaborative activities. By working together, they analyze situations, develop solutions, and ensure that their actions adhere to legal and ethical standards. This hands-on approach enhances critical thinking abilities for the remainder of their training and prepares students for effective decision-making in real-world situations.

23.02.08 Patrol Interviews

2 Hours

Learning Objective(s): IV3, FP11

Conducting on-scene interviews is a vital responsibility for any officer. These interviews involve talking to victims, witnesses, reporting parties, and suspects to collect both formal and informal information about an incident. The main goal is to gain a clear understanding of the facts and circumstances surrounding the event.

Interview questions focus on essential elements: who is involved, what happened, where the incident took place, when it occurred, and how it unfolded. Officers use field notes to record information that is clear, legible, and well-organized, ensuring accurate documentation of the case details.

The objectives of patrol interviews are to gather information, resolve the issue, and identify the facts of the case. Proper use of field notes, in accordance with departmental policies and procedures, enhances the effectiveness of the interview process and aids in resolving issues efficiently.

23.02.09 Basic of Self-Defense

4 Hours

Learning Objective(s): PT4, PT5

This class addresses how officers can maintain control over an individual during a ground confrontation. Students learn to use body positioning and pressure to manage the subject, gradually exhausting them to facilitate a safer custody process. Additionally, the class includes instruction on weapon retention, specifically focusing on how to respond if an officer's firearm is grabbed while they are on the ground.

23.02.10 Admissions and Confessions

3 Hours

Online Version Available

Learning Objective(s): LP1

Effective law enforcement officers must scrutinize stories, statements, and interviews with victims and witnesses to prepare for suspect interviews. Utilizing science-based interview techniques enhances their understanding of events, enabling officers to document any admissions or confessions from suspects accurately and lawfully.

Suspect interviews follow a structure similar to those with victims and witnesses. Officers begin by introducing themselves, gathering biographical information, and developing rapport. Building rapport can involve active listening, sharing common interests or stories, using appropriate humor, or offering positive reinforcement. This approach encourages suspects to provide a complete narrative and commit to their

story. Officers must also understand the appropriate use of Miranda rights and recognize when a suspect is in custody during questioning.

Ensuring that admissions and confessions are obtained legally is crucial. Officers must adhere to the protections afforded by the U.S. Constitution and the Miranda warning to ensure that statements are admissible in court.

23.02.11 Special Issues in Prisoner Transport

4 Hours

Learning Objective(s): HP3, HP6, HP5, FP19

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23.02.12 Community Policing

2 Hours

Learning Objective(s): PU5, CS5, FP4

The evolution of law enforcement in the United States reflects a transition from a politically driven system in the 19th century, characterized by corruption, nepotism, and incompetence, to a more professional approach in the 20th century. This professional approach aimed to address these issues through improved hiring practices, training, and anti-corruption measures. However, it also led to a growing disconnect between law

enforcement and the community, as the focus shifted to incident-driven strategies that primarily resolved individual cases through the criminal justice process.

While incident-driven policing can be effective in certain situations, it often overlooks the deeper issues that contribute to recurring problems. To address these shortcomings, Problem-Oriented Policing (POP) was introduced as a proactive strategy that incorporates problem-solving techniques into routine law enforcement activities. POP emphasizes addressing the root causes of crime, rather than merely reacting to incidents, with the goal of enhancing both the effectiveness and quality of law enforcement services.

A commonly used problem-solving method in this approach is the SARA model (Scanning, Analysis, Response, and Assessment). Officers will be introduced to the SARA model to effectively outline and manage basic police problems. Additionally, they will research a topic from an instructor-provided list and present their findings to the class, evaluating the success or failure of various policing strategies.

23.02.13 Interactions with People in Mental Health Crisis Lecture and Practical

8 Hours

Learning Objective(s): PD1, PD3, PD6, PD8, PD9, PD10, PD11, PD12

This class builds on existing knowledge of mental health conditions to enhance officers' ability to interact safely and effectively with individuals in crisis. The course emphasizes de-escalation strategies and deepens understanding of how specific mental health conditions—such as Alzheimer's, PTSD, mania, and depression—can influence behavior. Through scenario-based exercises, students practice communication techniques for building rapport and de-escalating tense situations. The training also explores the role of law enforcement as first responders, with a focus on identifying mental health resources and collaborating with professionals to ensure safe and appropriate outcomes for all parties involved.

23.02.14 Law Enforcement Baton

4 Hours

Learning Objective(s): PT4, PT5

This segment covers the fundamental use of the baton, focusing on both the ethical considerations and practical application. Students are taught a series of strikes, along with where and how to target specific areas of the body to maximize the baton's effectiveness and bring the use of force event to a quick resolution. After learning the basics, students engage in drills to reinforce these concepts, with each scenario concluding in the subject's custody. The importance of aftercare is emphasized throughout. Additionally, students are introduced to the baton as a soft intermediate tool, expanding its use beyond strikes.

23.02.15 Interactions with the Elderly and Persons with Disabilities

2 Hours

Learning Objective(s): CC2, PD5, PL4, FP5

Interactions with the Elderly and Persons with Disabilities researches the Americans with Disabilities Act and discusses what that means to them and their agency. Students break into groups and are given a scenario to discuss the challenges that may arise when dealing with disabled individuals as well as the elderly. During these discussions, the students examine the legal and ethical considerations regarding these interactions and the professionalism they should display at all times.

23.02.16 Ground Self Defense

3 Hours

Learning Objective(s): PT4, PT5

This class introduces strategies for officers who find themselves on the ground with an assaultive individual on top of them. The session focuses on helping students remain calm in such situations, emphasizing the importance of controlling panic. Students are then taught key concepts and techniques to improve their position and regain control of the encounter.

23.02.17 Prisoner Care and Liability

1 Hours

Learning Objective(s): PL3, PL5

This class emphasizes the importance of providing proper care to individuals in custody and evaluates the liability risks for officers who fail to do so. It also examines liability issues related to handling prisoners.

Students receive training about the Kansas Tort Claims Act about negligent and intentional torts against prisoners. Special attention is paid to the special relationship between prisoners and officers that creates a duty of care and the consequences of breaching that duty. Direction is given regarding the elements necessary to sustain a 42 U.S.C. §1983 Federal Civil Rights lawsuit. Special consideration is given to lawsuits arising from prisoner handling. Students are familiarized with various legal protections for officers including qualified immunity.

23.02.18 Patrol Techniques

7 Hours

Learning Objective(s): SP5, PT6, FP1, FP7, LP6, PT3

This course builds upon prior training in community policing by focusing on patrol, an important function of law enforcement operations. Students gain a clear understanding of how patrol activities directly contribute to the agency's mission of public safety. Through scenario-based exercises, students hone their skills in conducting safe and legal pedestrian contacts, applying previously learned knowledge from Terry Stops, search incident to arrest, and arrest procedures. Effective communication is emphasized, covering proper radio protocol for dispatch and other

officers. While the course primarily focuses on high-risk pedestrian stops, two-officer responses to calls, and the distinct roles of cover and contact officers, it also introduces various patrol methods used for crime prevention, community engagement, and problem-solving within a legal framework. This foundational knowledge equips trainees to excel in their patrol duties, prioritizing public safety while fostering positive relationships with the community.

There is a follow up scenario-based class engages students in realistic patrol situations through a variety of simulated pedestrian stops. These scenarios encompass diverse environments, ranging from unknown subjects to high-risk encounters, and address various initial calls – from non-criminal situations to those requiring arrests.

Students improve essential skills for effective and safe interactions with the public by practicing de-escalation techniques in potentially volatile situations, navigating communication challenges, and making critical decisions regarding the appropriate level of force based on evolving scenarios. A strong emphasis is placed on upholding constitutional rights, including proper search and seizure procedures, Terry frisk techniques, and Miranda warnings. This immersive training trains students with the practical skills and decision-making abilities necessary to confidently navigate patrol duties, all while reinforcing the importance of respecting citizens' constitutional rights.

23.02.19 Promoting Public Trust

2 Hours

Learning Objective(s): PU3, PU4, PU7

In this class students are challenged to review the pillars of procedural justice and put them into action during in class role plays. This class is mostly hands on role play with different up to date scenarios that they may encounter while working. The topics include both on and off duty professional interactions with the public. This class is both live acting and video review of current events in law enforcement.

23.02.20 Intro to Firearms

2 Hours

Learning Objective(s): This class currently includes legacy learning objectives that are under review and will be updated. You will receive a separate document detailing the existing learning objectives for this class.

Students start their in-depth firearms training by learning the basics of firearm use and manipulation. The lecture covers the responsibilities of gun ownership and how these responsibilities relate to their issued firearms. Students receive information on the design and components of semi-automatic pistols, including their functionality and the cycle of operations. The discussion also addresses common causes of malfunctions and how these issues are linked to the cycle of operations.

23.02.21 Fundamentals of Marksmanship

4 Hours

Learning Objective(s): PU3, PU4, PU7

In this class, students build on the knowledge from previous lectures on the mechanics of the draw and firearm introduction. The focus shifts to other equipment considerations, semi-automatic pistol manipulation, and malfunction clearing. The class reviews the tactical stance, grip, draw, and presentation, providing additional details to enhance understanding and application. Students learn about sight alignment, sight picture, trigger squeeze, and follow-through, with dry practice drills designed to reinforce these marksmanship fundamentals. While mindset and breath control are discussed as supplementary elements, the drills emphasize practicing independently while adhering to safety rules and precautions.

23.02.22 Interviewing

11 Hours

Learning Objective(s): LP1, IV1

The Interview class is divided into two sessions: the first concentrates on interviewing victims and witnesses, while the second focuses on interviewing suspects.

In the first session, students are introduced to science-based interview techniques for engaging with victims and witnesses. Having received preliminary instruction on these techniques in previous courses, students are prepared for a practical segment where they are divided into groups. Within each group, one officer acts as the primary interviewer, another as the secondary or backup interviewer, and the third as the rubric evaluator. Role players simulate victims, and the rubric evaluator assesses the interviews based on established standards.

The second session shifts the focus to suspect interviews. Students are guided on transitioning from case analysis to suspect interrogation, applying the science-based techniques learned earlier. Working in groups, students prepare and conduct suspect interviews in front of the class. Each group handles a case leading to a suspect, with two students conducting the interview and the remaining members observing and participating. Students rotate interviewer roles to maximize experiential learning.

23.02.24 Range

36 Hours

Learning Objective(s): BA4, This class currently includes legacy learning objectives that are under review and will be updated. You will receive a separate document detailing the existing learning objectives for this class.

Drills and topics covered in this class include basic marksmanship, semi-automatic pistol manipulation, malfunction clearance, use of cover, various shooting positions, shooting on the move, and targeting moving objects. The class also covers post-shooting procedures, including the use of a tourniquet. Students are introduced to the LCANS acronym—Locations, Conditions, Actions, Needs—which reinforces steps to follow after use-of-force situations and provides general radio use guidelines for intense situations and assistance requests.

The exercises address shooting after physical exertion, from increased distances, and from within a vehicle. Drills are conducted during daylight hours and include the use of dummy rounds, live fire, and are performed outside. Students experience various weather conditions while adhering to safety protocols, with adjustments made to ensure safety and effective learning.

Additionally, students complete the Kansas Commission on Peace Officers Standards and Training (KS CPOST) qualification and the semi-automatic pistol manipulation evaluation.

23.02.25 Intro to Reduced Light Shooting and Practical

2 Hours

Learning Objective(s): This class currently includes legacy learning objectives that are under review and will be updated. You will receive a separate document detailing the existing learning objectives for this class.

This lecture is combined with a live fire range block. In this class students are introduced to concerns related to reduced light environments and the tools used to adapt and overcome possible issues. Students shoot in a variety of lighting conditions such as those created with emergency lights, flashlights, weapons mounted lights, ambient light, muzzle flash and index shooting with reduced visibility.

23.02.26 Building & Area Search

7 Hours

Learning Objective(s): BA1, BA2, BA3, BA4, BA5, BA6, BA7, PL6

Building & Area Search is an introductory course designed for law enforcement officers, focusing on the procedures and tactics necessary for conducting effective and safe building searches. The course begins with an overview of the legal framework, emphasizing the Fourth Amendment's protections against unreasonable searches and the circumstances under which searches are permissible, such as through warrants, consent, or exigent circumstances. Students will learn to differentiate between private and public spaces and understand the legal nuances of searching houses versus open fields.

The course stresses the importance of maintaining the correct mindset during searches, avoiding complacency, and being prepared to encounter suspects. Training includes the use of essential equipment such as weapons, lights, communication devices, and armor, while also highlighting the role of mental and physical fitness in executing searches. Students are introduced to various tactical maneuvers, including slicing the pie, handling hallways, navigating T-intersections, performing crossovers, and executing buttonhook maneuvers.

Teamwork, coordination, and clear communication are emphasized throughout the search process, from establishing a perimeter to executing an entry and concluding the search. Officers will also learn the Priority of Life Scale, which guides their decision-making, particularly when contrasting building searches with active shooter situations.

The course covers strategies for detaining suspects, ensuring the safety of both officers and civilians, and complying with legal standards, providing a comprehensive foundation for building and area searches.

23.03.01 Chemical Agents

4 Hours

Learning Objective(s): PT4, PT5

The course begins with a lecture on the effects and proper use of Oleoresin Capsicum (OC) spray. It covers the safe handling of OC, situations where its use is appropriate or inadvisable, and the available decontamination options and procedures. Following the lecture, students undergo exposure to OC. This segment starts with a walkthrough of the process and culminates in each student being directly exposed. This experience allows them to practice functioning under pressure, understand their own potential reactions to OC exposure, and assist others through the decontamination process.

23.03.02 Searching Vehicles

3 Hours

Learning Objective(s): SV1, SV2, SV3, VS6

The course provides officers with fundamental knowledge of conducting vehicle searches under various legal conditions, including when a 4th Amendment search warrant is required, when the Carroll Doctrine applies, and when consent to search or a search incident to arrest is appropriate. Understanding and applying these legal requirements demands critical thinking in the field. The class will review these legal standards and demonstrate best practices for vehicle searches. By the end of the class, officers will possess the basic knowledge of the legal requirements for conducting a vehicle search and will have successfully demonstrated their ability to perform such a search.

After a brief review about drugs and drug paraphernalia. Officers will participate in a hands-on exercise where they will search department-owned vehicles as a team.

Each officer will also have the opportunity to hide "contraband" (approved items only) in a vehicle to enhance the exercise.

23.03.03 Physical Skills and Tactics

6 Hours

Learning Objective(s): PT4, PT5

This class brings together all the skills students have learned so far, integrating them into fight simulation drills. It begins with a brief review before progressing to more intense drills that include working in full gear and low-light conditions. Students are also introduced to new techniques that seamlessly transition into those they have already practiced, providing a comprehensive, realistic training experience.

23.03.04 Rules of the Road

4 Hours

Learning Objective(s): VS1, LP4, FP14, FP15

This class introduces students to the fundamentals of enforcing traffic laws for motorists, passengers, and pedestrians on Kansas roadways. The course provides a basic overview of traffic regulations, emphasizing the two primary sources of information: the *Standard Traffic Ordinances for Kansas Cities (STO)* publication and the *Kansas Statutes Annotated (K.S.A.)*, specifically chapter eight, article fifteen. Students learn how to navigate and utilize these resources to distinguish between traffic infractions, misdemeanors, and felonies.

The class covers a range of laws related to pedestrians, bicyclists, and motorists, ensuring students understand the rules governing different types of road users. Additional topics include regulations on vehicle size, weight, and loads, alcohol-related vehicle laws, and the proper use of emergency vehicles. This course equips students with the knowledge to effectively enforce traffic laws within the State of Kansas.

23.03.05 Searching People Incident to Arrest

2 Hours

Learning Objective(s): AR5

This is a practical-only class where officers first practice conducting a Terry Frisk. The class then progresses to arrest scenarios, where students place suspects in a prone position and practice searching them. During arrests involving violent, aggressive, or uncooperative suspects, it is often safer to keep the suspect in a prone position, allowing the officer to transition quickly to the recovery position for searching and maintaining safety until transport.

23.03.06 Prisoner Transport and Transfer

2 Hours

Learning Objective(s): AR6, AR7, AR9, AR10, HP1

This class shows common mistakes officers have made during transport. In-class discussions reveal officer safety tips. Officers are then taken out to the practice area where cars are arranged to allow recruits to practice placing a prisoner into a car safely and how to properly seatbelt them. Officers learn tips on how to put a non-cooperative person into a squad safely.

23.03.07 Legal Aspects of EVO

2 Hours

Learning Objective(s): This class currently includes legacy learning objectives that are under review and will be updated. You will receive a separate document detailing the existing learning objectives for this class.

In this class, students become familiar with the Kansas laws governing emergency vehicle use. They will conduct case studies to examine both appropriate and inappropriate judgmental actions taken by law enforcement officers. Relevant case

law is reviewed to ensure officers stay informed about current events and best practices.

23.03.08 Crowd Control

2 Hours

Learning Objective(s): CR4, CS7

Crowd Control provides students with a comprehensive understanding of citizens' First Amendment rights and relevant statutes, including disorderly conduct, unlawful assembly, and rioting. The course covers officer safety considerations when managing civil unrest, addressing topics such as the responsibilities of patrol officers, effective tactics, and community relations issues. Students will engage in discussions to deepen their knowledge and preparedness for handling these situations.

23.03.09 Vehicle Stops

12 Hours

Learning Objective(s): VS2, VS5, VS4

The Vehicle Stop class is categorized as an unknown vehicle stop course, designed to equip law enforcement officers with the skills necessary for safely conducting vehicle stops where the risk level is uncertain.

During the classroom portion, officers receive comprehensive instruction on tactical approaches, risk assessment, effective communication, and the legal considerations involved in vehicle stops. This foundational knowledge sets the stage for the hands-on training that follows.

The practical instruction is delivered with an instructor-to-student ratio of 1 to 5, ensuring personalized guidance and effective learning. Officers engage in realistic, scenario-based exercises where they practice approaching vehicles from either the driver's side or passenger's side. They also learn to interact with occupants using the structured communication model introduced in the Communications class, making split-second decisions under various conditions. This immersive training enhances their situational awareness, decision-making abilities, and overall safety during unknown vehicle stops.

23.03.10 Police Liability

3 Hours

Learning Objective(s): PL1, PI2, PL7, PL8, PL9

This class focuses on exploring criminal and civil liabilities related to search and seizure, use of force, and the use of law enforcement tools and vehicles. It explains how due diligence in law enforcement actions can minimize liability exposure and emphasizes the importance of adhering to written policies and procedures to manage police liability. The class also examines legal protections available to officers working under the color of law and identifies actions that can lead to increased public scrutiny.

Students receive training about the Kansas Tort Claims Act pertaining to negligent and intentional torts. Special attention is paid to various duties of care officers owe to members of the public and the consequences of breaching that duty. Direction is given regarding the elements necessary to sustain a 42 U.S.C. §1983 Federal Civil Rights Lawsuit. Special consideration is given to lawsuits arising from search and seizure, use of force, prisoner handling, and emergency vehicle operations. Students are familiarized with various legal protections for officers including qualified immunity.

23.03.11 Intro to Rifle

4 Hours

Learning Objective(s): This class currently includes legacy learning objectives that are under review and will be updated. You will receive a separate document detailing the existing learning objectives for this class.

This lecture is combined with a live fire range block. Students are introduced to the semi auto patrol rifle and its basic operation. This includes connecting the dots between semi auto pistol use, malfunction clearing, reloads, and the benefits of a patrol rifle for precision shots and application. Drills are used to provide a basic introduction to the rifle weapon platform.

23.03.12 Intro to Shotgun

4 Hours

Learning Objective(s): This class currently includes legacy learning objectives that are under review and will be updated. You will receive a separate document detailing the existing learning objectives for this class.

This lecture is combined with a live fire range block. Students are introduced to shotguns with a focus on pump action shotguns. This includes connecting the dots between semi auto rifle use as there are some similarities in how a student would hold and utilize a long gun in the general sense. Malfunction clearing, reloads, and the benefits of a shotgun for police operations are presented. Drills are used to provide a basic introduction to the shotgun weapon platform.

23.03.13 Applied Critical Thinking Problem in Animal Cruelty

2 Hours

Learning Objective(s): TC3, SI3

In this class students are shown a video of a search warrant on an illegal cockfighting ring. The students are then given ten types of animal-related calls they might encounter, and they must explain which animals are typically involved and why. The state statute on animal cruelty is covered, and a discussion begins with the question of whether a law enforcement officer can remove an animal from private or public property. Using the probable cause standard, the class examines removal standards from the statute in detail.

The Kansas Incident Based Reporting System (KIBRS) is discussed in relation to animal cruelty cases, specifically whether a Kansas Standard Arrest Report (KSAR) must follow a Kansas Standard Offence Report (KSOR), all part of the KIBRS system. This leads to a discussion on how a Class A crime can have a victim against society, and how to complete KSAR. Students are then divided into groups and given different types of animal cruelty cases, including a photograph and backstory for each case. As they go through the investigation process, they decide what form of animal cruelty occurred or if a crime was committed. They then present their findings to the class and determine if a crime should be charged.

23.03.14 Patrol Narcotics

4 Hours

Online Version Available

Learning Objective(s): SA2, IV2, FP21

Patrol Narcotics is an introductory level class that equips officers with the knowledge and skills to identify and investigate drug-related activities. The course covers identifying common drugs, and their methods of manufacture, distribution, and ingestion, enabling officers to initiate or participate in narcotics investigations. Students will be introduced to surveillance techniques governed by accepted guidelines and safety practices within legal parameters. The role of uniform surveillance as a function of patrol will be explored to determine its effectiveness in various situations.

During the class, students will engage in exercises to research and identify street names, distribution weights, and measures of various drugs, including marijuana, methamphetamine, cocaine, opioids, and club drugs. The course also covers local street drug prices and Kansas drug laws, including possession, cultivation, distribution, and manufacturing of controlled substances. By the end of this class, officers will be familiar enough to identify and investigate basic drug crimes, understand the legal frameworks involved, and employ practical surveillance and investigative techniques.

23.03.15 Standardized Field Sobriety Testing

24 Hours

Learning Objective(s): FP17

KLETC uses the nationally recognized National Highway Traffic Safety Administration SFST curriculum, Revised February 2023. The curriculum can be located at https://www.nhtsa.gov/sites/nhtsa.gov/files/2023-03/15911-SFST_Participant_Manual_2023-tag.pdf

KLETC also offers the Drugs That Impair Driving add-on.

23.03.16 Intoxilyzer Training

8 Hours

Learning Objective(s): FP17

The 8-hour Intoxilyzer 9000 Training Course is developed and presented by staff from the Kansas Department of Health and Environment Breath Alcohol Program and law enforcement officers from agencies across the State of Kansas. The content consists of a PowerPoint lecture and hands-on proficiencies with the Intoxilyzer 9000 Evidential Breath Alcohol Testing devices.

During the course officers learn the basics of alcohol physiology and the human body, applicable Kansas Statutes Annotated (KSA) and Kansas Administrative Regulations (KAR), the Kansas Department of Revenue Driver Control forms, and the proper operation of the Intoxilyzer 9000 device. Officers will also learn the Kansas approved sequence, protocol, and steps to obtaining a properly completed and court admissible breath alcohol test.

Officers will complete a 30-question written exam. The completed exam requires a passing score of 80% or higher to successfully complete the course. A lower score will result in the need to retake the course on another day.

23.03.17 Juvenile Intervention

3 Hours

Learning Objective(s): JV1, JV2, JV3, JV4

No matter what duties a law enforcement officer is assigned, they will have at least some interactions with juveniles during their career. There is little argument that children are different than adults. Special laws are needed to protect at risk children, but also to deal with juveniles who violate the law. According to the Kansas Code for the Care of Children, a “Child in need of care (CINC),” means a person less than eighteen years of age when a petition or protective custody order is filed. Some of these situations are, but not limited to, the following: neglect, physical abuse, sexual abuse, abandoned, truant, under the age of ten and commit a crime, etc. Law enforcement officers are the only people who can take a take a child into custody without a court order if they reasonably believe the child is in need of care.

The main intention of intervening in a juvenile’s life is to build a working relationship with them. If a positive relationship is made with the juveniles, it may prevent other negative things happening. In Kansas, a child who runs away from home

is not a criminal act. Students learn that juveniles may be running for decent reasons, such as running from abuse, depression, poor self-esteem, and others. A child who runs away is at risk of being caught up in human trafficking. Students learn how to investigate a runaway case and how to talk to the juvenile once they are located. In a similar manner, the students are taught why juveniles join gangs and also why there is delinquent behavior. A need for care and direction has to be provided, and sometimes the only person who provides that is a law enforcement officer.

23.03.18 Crimes Against Children

5 Hours

Learning Objective(s): JV5, SC2, SC3

Investigating child abuse and neglect is a critical responsibility for law enforcement. Whether prompted by a report of suspected abuse or neglect, or an outcry from a victim or witness, these investigations prioritize the child's welfare and require meticulous attention.

Best practices involve a multi-prong approach, utilizing a multi-disciplinary team and a Child Advocacy Center (CAC) whenever possible. This collaborative effort addresses the complex circumstances of abuse and neglect cases, ensuring the best resources are available. This approach not only aids in successful prosecutions but also helps reduce the long-term negative effects of trauma on the child.

Adverse Childhood Experiences (ACEs) from abuse and neglect can have profound and lasting impacts, affecting cognitive, behavioral, and social development. These experiences can lead to chronic health problems, mental illness, and substance abuse in adulthood if not properly addressed.

This course equips student officers with a comprehensive understanding of child abuse and neglect, the investigative processes involved, child interview techniques, and the prosecution of these crimes. By understanding the mechanisms and impacts of these crimes, officers can more effectively protect and advocate for the well-being of children.

23.04.01 Courtroom Procedure

2 Hours

Learning Objective(s): CT2, CT3, CT4, CT5, CT7, EV7, LP8

This class concludes with a courtroom practical and focuses on several key learning objectives. Officers will learn about the purpose and uses of subpoenas, identify different court hearings and their purposes, and understand various pre-trial and post-trial events. The course emphasizes the role of the witness in court, highlighting the importance of preparation and developing the confidence and professionalism needed for effective testimony and evidence presentation. Additionally, the class covers proper evidence presentation in court and explores issues related to confidentiality, information releases, the Freedom of Information Act, communications, records, and media.

Students are educated about court proceedings in which they may be required to testify. The roles of each party in the action are explained. Students receive instruction and practice answering a prosecutor's direct questions and a defense attorney's leading questions. Both legal and practical aspects of subpoenas are discussed. Students are versed in their rights and obligations as witnesses, the purpose of reports in court, evidence handling issues, testifying techniques, officer appearance and presentation in court, and consequences of poor preparation and/or report writing. Kansas Open Records Act (KORA) is also discussed.

23.04.02 Serving Process

1 Hours

Learning Objective(s): FP20

Serving Process is an introductory class where students receive the Kansas Process Serving manual in electronic format. The course introduces various types of civil processes, both civil and criminal. Students discuss the importance of process serving, explore common types of documents served, and review methods of service, including personal delivery, residential delivery, and posting. The course also addresses officer safety considerations associated with serving process.

23.04.03 Alcohol Investigations

2 Hours

Learning Objective(s): SA1

This course aims to provide students with a practical understanding of common alcohol laws and potential scenarios they may face. It is an interactive class where

students are assigned topics and use resources such as the Pocket Guide to Kansas Criminal Law, handouts, and a list of covered statutes to prepare and present to the class. Topics include presenting as if addressing high school students, concerned citizens, and city council members. Each presentation must cover at least one statute from their handout.

23.04.04 Community Interaction

4 Hours

Learning Objective(s): CS2, CM3, CS3, FP18

This class emphasizes the importance of collaborating with all community members to assist with problem-solving, crime prevention, and addressing law enforcement needs. Problem-solving is central to delivering police services within the community policing philosophy. To establish effective problem-solving, officers must employ appropriate strategies and leverage available resources. These resources include the diverse cultures and backgrounds within the community, which are essential for meeting law enforcement needs. Effective problem-solving within a diverse community contributes significantly to resolving community issues, as diverse perspectives, life experiences, races, and cultures enhance the approach to these challenges.

23.04.05 Community Trust and Involvement

2 Hours

Learning Objective(s): CS6, CC1, CC3, CC4, CM2

This class highlights the importance of officers participating in community programs, fostering relationships with community members to address quality of life issues, and sharing information and resources.

Students also analyze the positive and negative impacts of various social media platforms as tools for communication and information dissemination in law enforcement. They evaluate strategies to involve citizens in the prevention and investigation of criminal activity through information sharing and partnerships.

23.04.06 Sex Crimes

4 Hours

Learning Objective(s): SC1, SC2, CS1

Students receive the relevant laws and statutes specific to Kansas, ensuring they understand the legal framework within which they will operate. The course addresses common myths and stereotypes associated with crime and victimization, helping students develop a more informed and empathetic perspective. Instruction covers techniques for interviewing victims in a sensitive and effective manner, emphasizing the importance of building trust and accurately documenting their accounts. The material demonstrates best practices in crime scene documentation and evidence collection, reinforcing classroom instruction with visual examples.

Through collaborative discussions and exercises, students explore how trauma affects the brain and behavior of victims, which enhances their ability to interact with and support those who have experienced trauma. The role of the health care provider is addressed to help understand the importance of medical evidence in the investigative process.

Education is provided insight into how drugs are used to facilitate rape, helping students recognize the signs and understand the complexities involved in investigating these crimes.

23.04.07 Evidence Processing

6 Hours

Learning Objective(s): EV1, EV2, EV3, EV4, EV5, EV6

Students learn that the core of making fact-based cases that present the totality of circumstances to the people operating within the criminal justice system is centered are two main issues. The first is recognizing, documenting, and protecting crime scene location(s). The second is recognizing, documenting, processing, and storing the evidence within the crime scenes. Students are informed about the priority of their own safety when responding to potential crime scenes as the locations often involve armed/volatile suspects, chemical or biohazards, human tissue/body fluids, traps, or sharp objects. The need for recognizing when suspects, witnesses, or victims require emergency care and providing said care in conjunction with emergency medical

services (EMS) is crucial. Officers will need to observe and instruct EMS to preserve bullet holes and knife marks in clothing, as an example.

The class also addresses the topic of documenting a crime scene. Primarily two methods are covered: making a rough sketch on the scene and recreating with a final sketch later, and the taking of crime scene photographs. Students are given practical experience by teaming up and processing evidence in mock crime scenes. This gives the students a chance to document a crime scene and then process and store evidence. Students are given feedback on collecting the evidence, properly sealing it, and properly marking the evidence. The basics of evidence “bagging and tagging” is displayed by each student. The mindset of maintaining a solid chain of custody for the evidence and properly detailing the processing and subsequent storage of evidence on an evidence custody receipt is instilled.

23.04.08 Fingerprinting

2 Hours

Learning Objective(s): EV1, EV2, EV3, EV4, EV5, EV6

In this course, student officers will apply their understanding of crime commission to enhance their skills in finding, collecting, and preserving fingerprint evidence to identify suspects.

Student officers will gain a comprehensive understanding of fingerprints, learning that the unique friction ridges formed on the palms and soles are distinct to each individual. The fingerprint ridges are categorized into three basic types: loops, whorls, and arches, along with extended patterns and minutiae. The friction ridge skin, characterized by rough, corrugated ridges, contains minute pores that continually secrete a mixture of 98-99% water and 1-2% body fluids (including amino acids and salts).

Fingerprint impressions can be left on surfaces through these secretions, oily substances, or other materials such as blood, wax, or dust. These incidental impressions, known as latent prints, are the unintentional reproductions of the ridge structure left on a surface. Latent prints at a crime scene can be visible, semi-visible, or invisible. Invisible prints require development through powder or chemical methods.

Known prints, in contrast, are deliberate reproductions of friction ridge structures for purposes such as arrest records and application cards. These prints are recorded on a Ten Print Card and stored in an FBI database. Known prints are captured either by rolling ink impressions or through digital, inkless methods. To be accepted into the FBI and KBI databases, fingerprints must be clear, legible, and free of smudges or voids.

By comparing latent prints to known prints, officers can identify individuals who inadvertently touched an item at a crime scene, thus placing them at that location.

23.04.09 Death and Injury Investigations

3 Hours

Learning Objective(s): FP12

This course explores the responsibilities of new officers at the scene of a deceased body. Students learn about the various manners of death, the role of the coroner, and the appropriate circumstances for calling them to the scene. The course also covers the identification of injuries typically caused by gunshots, sharp objects, and blunt force trauma, and includes instruction on recognizing stages of decomposition, rigor mortis, and lividity.

As part of their training, students participate in a practical exercise involving a mock death crime scene. Working in small groups, they analyze the case and present their findings to the class through a designated spokesperson. This exercise is designed to help officers understand their role as first responders in death investigations.

23.04.10 Communications with Suicidal People in Crisis

4 Hours

Learning Objective(s): PD4

In this class, students learn how to handle calls involving suicidal individuals. The course covers essential facts about suicide in America, including risk factors and warning signs of suicidal behavior. The issue of "suicide by cop" is explored, along with strategies to prevent such outcomes. Students are also trained in communication techniques designed to encourage individuals to voluntarily seek treatment. Additionally, the course reviews Kansas committal laws, detailing the legal requirements for utilizing the statute.

The class includes both lectures and practical exercises. In the final portion, students engage in a role-playing exercise where they interact with a role player portraying a suicidal subject. During this exercise, they receive instruction on tone, volume, and rapport-building techniques.

23.04.11 Serious and Fatal Collisions

2 Hours

Learning Objective(s): VS1, CO7

We begin by defining a fatality in a collision and outlining the reporting requirements mandated by the State of Kansas. Students review the statutory requirements for Vehicular Homicide and Involuntary Manslaughter, focusing on the elements, punishment levels, and examples of crimes that meet the criteria. This is followed by an examination of traffic laws, particularly every driver's statutory requirements when involved in a crash.

Next, we discuss the types of injuries classified as serious injuries, supported by a video on Suspected Serious Injury. The focus then shifts to investigating pedestrian crashes. A video illustrates the life-threatening injuries sustained at different speeds by individuals of various ages. In class, we discuss the types of injuries suffered by the ages of the dummies struck in the video. The aspects of a pedestrian crash investigation are then reviewed and discussed in detail.

23.04.12 Occupant Safety

2 Hours

Learning Objective(s): SP1

Motor vehicle crashes result in hundreds of deaths and thousands of injuries annually in Kansas. Officers need to understand how the dynamics of crashes relate to the injury and death of motor vehicle occupants. Occupant protection devices, when used correctly, help to reduce risks associated with crashes. Enforcement of occupant protection laws and education on the effectiveness of occupant protection devices can help to improve the safety of the community's officers serve to protect.

Students are introduced to crash dynamics as supported by Newton's Laws of Motion. Student groups are allowed to do in-class research on the six different types of crash events: frontal impact, rear impact, side/lateral impact, rotational impact, rollover overturns, and vaults/flip overturns. The student groups do a teach-back to the class defining the various crash events, describing the event, and the expected resulting injuries. This is reinforced during collision investigation. Students are provided an overview of occupant protection devices; i.e. seatbelts, airbags, and vehicle design, and how these mitigate the risk of injury during crash events.

23.04.13 Managing Complex Scenes

3 Hours

Learning Objective(s): TC2, CR5, CR1, CR2, CR6

This class provides law enforcement officers with the skills and knowledge necessary to manage the complexities of critical incidents. Building on the Incident Command System (ICS) framework, students learn to establish and adhere to a chain of command when acting as first responders, while also understanding the importance of integrating into established command structures when part of a larger team. The course emphasizes the importance of interagency cooperation, focusing on seamless collaboration with fire, EMS, and other responding agencies.

Key areas of training include scene assessment, hazard identification, and action prioritization based on the situation at hand. Students also learn general critical incident response strategies, including the management of train derailments, aviation accidents, hazardous materials situations, and evacuations. The class further explores the decision-making processes involved in critical incidents, with a focus on risk assessment and the appropriate escalation of force. This comprehensive training prepares officers to respond to critical incidents with an emphasis on safety, effective communication, and coordinated response.

23.04.14 Property Crimes

2 Hours

Learning Objective(s): PP1, PP2, PP3, PP4, PP5, SM1, CS1

This class emphasizes the importance of conducting thorough investigations of crimes such as criminal trespass, criminal damage to property, larceny/theft, auto theft, and burglary. Students learn to identify the elements of each statute and discuss key components of investigating these cases, including tactical considerations, investigative points, reporting requirements, recovering stolen property, and conducting follow-up investigations. The course also covers crimes against public peace, safety, and morals, with discussions on how to effectively pursue investigations of these offenses. Additionally, students begin the process of offense and arrest report writing.

23.04.15 Financial Crimes

2 Hours

Learning Objective(s): PP6, CS1

The student officers are introduced to key Kansas financial criminal statutes, with a focus on the essential elements of each. The class includes discussions designed to ensure that student officers understand how these crimes are typically committed, what signs to look for as evidence, the type of evidence required to prove a crime, and the importance of "intent to defraud" as a critical element in charging financial crimes in Kansas.

By the end of the lesson, students should have a solid grasp of the concept of "intent to defraud" and its significance in proving financial crimes within the state. Additionally, they will be familiarized with specific financial crimes, including 1) credit card fraud, 2) forgery and check fraud, 3) identity theft (fraudulent use of personal identifying information), and 4) counterfeit currency. The course also covers how these crimes are committed and the sources of financial information that can be exploited to violate criminal statutes.

23.04.16 Collision

20 Hours

Learning Objective(s): CO3, CO5, CO6, CO7, CO8, CO10, CO11, CO12, CO13, SP2, CR5, FP15, FP16

This class covers the causes of collisions and subsequent traffic management post-crash. Students participate in a traffic control demonstration using minimal resources. The process of photographing a collision scene is discussed, with slides of an actual fatality used to illustrate key points. A group discussion follows on the potential issues that can arise in court with photographic evidence. Tire mark evidence and relevant at scene evidence are also covered. The class learns to develop measurements, create rough sketches, and then diagram crash scenes. Additionally, students review the Kansas Department of Transportation (KDOT) forms and apply them to a simple crash scenario in the classroom. Examples of crash reporting include car vs. car, car vs. pedestrian, car vs. deer, car vs. object, and single-vehicle rollover.

To illustrate the difference in form work for KDOT, the class conducts an in-class investigation involving a car and a semi. Students learn and apply three basic formulas to traffic crashes. They also engage in an out-of-class exercise using a drag sled to

determine the coefficient of friction for three different surfaces, comparing and contrasting the results in class.

Students use measuring devices to create reference points, determine the radius of a curve, and measure to a vehicle. The class culminates with an outdoor exercise where each individual records measurements and participates in one of three different diagramming methods: Grid, Triangulation, and Baseline. They then return to the classroom to follow along with the instructor on how to use the diagram and measurement functions on Kansas Law Enforcement Reporting (KLER).

23.04.17 Person Crimes

2 Hours

Learning Objective(s): IV4, PC1, CS1, FP9

The class is introduced to the most important aspect of responding to a violent crime, officer safety. Participants engage in every aspect of officer safety in a personal crimes case, including making an arrest, searching, handcuffing, and interviewing. This class discusses the initial call and the appropriate response upon arrival, covering steps such as securing the scene, conducting a building search, administering first aid, and utilizing available resources. Emphasis is placed on documenting who enters the scene and guiding other first responders.

We also address the timing of reading Miranda rights and interviewing witnesses, the necessity and best practices for photo lineups, and preserving evidence such as clothing with bullet holes or knife cuts. This may involve an officer staying with the victim or suspect at the hospital, creating a secondary scene. Officers must multi-task, with a secondary officer assisting in communications and requesting additional resources.

23.04.18 Elderly Abuse Investigations

1 Hours

Learning Objective(s): SI5

This class covers the current state statute for elderly abuse, highlighting the new changes in the law. A video presentation details these updates and discusses the role of the Department for Children and Families (DCF) and the online adult protective services reporting system. The class also examines the various types of elderly abuse,

providing examples of each. Additionally, two videos of an elderly abuse case are reviewed, with commentary on the types of abuse identified and investigation strategies. Online training from the Alzheimer's Association helps officers understand the role of the first responder.

23.04.19 Domestic Violence & Stalking Lecture and Practical

16 Hours

Learning Objective(s): DV1, DV2, DV3, DV4, DV5, DV6, DV7, DV8, CS1, PC2, FP13

Domestic violence and stalking crimes are unlike most other crimes due to the intimate relationship between the victim and the suspect. Traditionally, this distinction led authorities to treat these crimes as though they were not crimes, but private matters. Through education, awareness and training, society now has a greater understanding of the dynamics and issues involved in domestic violence, and therefore fully recognizes domestic violence and stalking as crimes. Students are taught what constitutes a domestic violence crime, which is any crime committed between individuals and they have a qualifying relationship (romantic or family/household member eighteen years old or older). Regarding stalking, students are taught that two or more acts of communication by the suspect and the victim or someone within the victim's orbit is placed in fear.

Students are further taught the strategies on conducting domestic violence and stalking cases, determining if mandatory arrests are required, and taking the proper enforcement action. Students learn about the psychology of both the victim and the suspect. The various ties between the two and aspects of power and control exerted by the suspect on the victim make these relationships particularly difficult to end in civil fashion. The major components of domestic violence and stalking department policies are discussed, along with the topics (but not limited to) of protection orders, self-defense analysis, lethality assessments, civil issues, and protection orders. The students are given practical experience by responding to domestic violence and/or stalking scenarios that are geared toward the most frequent domestic situations officers will encounter.

23.04.20 Street Investigations

16 Hours

Learning Objective(s): PC1, PP1, PP2, PP3, PP4, PP5, PP6, SM1, SM2, LP7, WR5, IV1

In this hands-on course, students respond to several police service calls through scenarios involving role players. The course requires students to actively engage in various aspects of law enforcement, including tactics, interviewing skills, crime scene security, officer safety, evidence collection, handcuffing, searching, and report writing. This practical training integrates all the skills learned so far, simulating real-life patrol duties and preparing students for on-the-job experiences.

23.04.21 High Risk Vehicle Stops

8 Hours

Learning Objective(s): VS3, CO9

The instructor explains the different situations that dictate whether a high-risk vehicle stop or an unknown-risk vehicle stop is necessary. Once the decision is made to conduct a high-risk stop, the class receives instruction on setting up law enforcement vehicles. The roles of each officer at the scene are demonstrated, assuming enough officers are available to fill each designated position. Officers learn the appropriate verbal commands for the suspect(s) and the movements required to safely remove them and any personal property from the vehicle. Students learn techniques to clear the vehicle once all suspects have been removed. The training culminates with procedures for handcuffing, suspect handling, and field searches. Students have the opportunity to practice these new skills in a structured training cycle from start to finish, rotating through various roles during multiple practice scenarios.

23.05.01 Fundamentals of Emergency Vehicle Operations

4 Hours

Learning Objective(s): This class currently includes legacy learning objectives that are under review and will be updated. You will receive a separate document detailing the existing learning objectives for this class.

In the classroom, students learn about central and peripheral vision and the potential for tunnel vision. Discussions cover vehicle components and features that aid in operation, such as tires, antilock brakes, traction control, electronic stability control, and brakes. Topics like brake fade and failure, environmental conditions, and road surface and design are also covered.

Students are introduced to commentary driving and concepts such as inertia, force, momentum, weight transfer, tire surface friction, understeer, and oversteer. They learn about the three points of a turn and various techniques for apexing a turn or curve. Additional instruction areas include stressors associated with emergency response, fine motor skills, backing, intersection clearing, radio traffic and operation, collision avoidance, and pursuit and pursuit-ending techniques.

23.05.02 Pursuit Driving

4 Hours

Learning Objective(s): CO9, This class currently includes legacy learning objectives that are under review and will be updated. You will receive a separate document detailing the existing learning objectives for this class.

In this class, students learn how stressors affect their attitudes and behaviors. They are equipped with tools to conduct ongoing risk assessments of both the suspect vehicle's driving and their own. Judgmental decision-making skills are taught to help officers manage stress or decide to discontinue the emergency response or pursuit altogether. Case studies of police driving incidents are analyzed to illustrate how emotions can override good judgment.

23.05.03 Emergency Vehicle Operations Practical

22 Hours

Learning Objective(s): This class currently includes legacy learning objectives that are under review and will be updated. You will receive a separate document detailing the existing learning objectives for this class.

The driving practical emphasizes situational awareness by tracking the vehicle's four corners and 360-degree surroundings, both while driving forward and in reverse. Students participate in numerous drills that incorporate various elements. These drills, though sometimes labeled differently at other training centers, include s-back, in-line back, evasive maneuvers, slalom, serpentine, diminishing lane, gates, and operating a vehicle in confined areas marked by cones. Officers also become familiar with operating the emergency equipment in the vehicle, such as emergency lights and sirens

23.05.04 Night Drive Emergency Vehicle Operations

2 Hours

Learning Objective(s): This class currently includes legacy learning objectives that are under review and will be updated. You will receive a separate document detailing the existing learning objectives for this class.

The driving practical emphasizes situational awareness by tracking the vehicle's four corners and 360-degree surroundings, both while driving forward and in reverse. Students participate in numerous drills that incorporate various elements. These drills, though sometimes labeled differently at other training centers, include s-back, in-line back, evasive maneuvers, slalom, serpentine, diminishing lane, gates, and operating a vehicle in confined areas marked by cones. Officers also become familiar with operating the emergency equipment in the vehicle, such as emergency lights and sirens during darkness.

23.05.05 Court, Plain Clothes, & Off-Duty Officer Considerations

2 Hours

Online Version Available

Learning Objective(s): PT7, CT8

Ensuring that justice is administered openly, accessibly, and safely is a fundamental responsibility for all court personnel. In today's climate, threats and acts of violence towards court officers are increasing. This session equips officers with an understanding of their roles in the courtroom and the potential threats they may face, along with strategies to mitigate these risks.

Officers may sometimes work in plain clothes, undercover, or find themselves off duty yet needing to intervene in a violent situation. Each of these roles demands special consideration. Plain clothes officers typically carry limited law enforcement tools. They usually have a badge, firearm, and extra magazines but may lack intermediate tools and communication devices. Without a uniform, they are less identifiable as law enforcement officers, adding complexity to their duties. Undercover officers, resembling the suspects they interact with, carry none of the typical law enforcement tools. When confronted by a uniformed officer, they should comply fully and identify themselves as officers at an appropriate moment. Off-duty officers, whether by policy or necessity, might need to intervene in a violent criminal act they observe. Before doing so, they must consider various factors: who is with them (family, friends, other law enforcement), family safety plans, available tools, the presence of other suspects, and the location.

23.05.06 Gang Investigations

2 Hours

Online Version Available

Learning Objective(s): SI1

This class provides a comprehensive overview of gang activity within the state of Kansas, covering the identification, characteristics, and criminal behaviors of various gangs. Students will learn to identify local gangs, including African-American, Hispanic, Asian, and other ethnic and cultural groups, as well as outlaw motorcycle gangs and prison gangs. The legal definition of a criminal street gang, as defined by K.S.A. 21-6313, will be explained, highlighting the criteria used to determine gang membership and association.

Learning objectives include understanding gang origins, identifying common signs and symbols, recognizing primary criminal acts, and assessing recent gang-related criminal activities in Kansas. The history of gangs in the United States, starting with the first American street gang, "The Forty Thieves," will be discussed to provide context. The course also delves into the gang mentality, focusing on reputation, respect, and retaliation, and explores why individuals join gangs, the initiation process, and the criteria for gang membership. Practical strategies for interacting with gang members and a brief introduction to using informants in gang investigations will be covered to equip students with the knowledge and skills needed for effective law enforcement.

23.05.07 Terrorism

2 Hours

Online Version available

Learning Objective(s): SI1

Terrorism is a sensitive topic where perception often holds more significance than the actual truth. This class explores the beliefs and ideologies that drive individuals or groups to commit violent acts to support their convictions. The course emphasizes the importance of understanding these beliefs and the potential for violent actions to instill fear and gain support. It also underscores the critical role of maintaining neutrality, a fundamental principle for law enforcement officers, while protecting citizens' rights to hold differing ideas.

The class will cover definitions of terrorism, focusing on both domestic and international terrorism as outlined by the FBI. The impact of social media on public perception and due process will be discussed. Real-life examples will be examined, including post-9/11 changes and the *USA PATRIOT Act*. The class explores religious, political, ideological, and narco-terrorism. We will also become acquainted with various domestic extremist groups, their common beliefs, and the influence of social media on these narratives. Through this class, students will gain a foundational understanding of terrorism from the perspective of a patrol officer, preparing them to identify and prevent criminal activities effectively.

23.05.08 Patrol Scenarios

8 Hours

Learning Objective(s): PT4

The patrol scenarios practical training emphasizes the student's ability to apply what they have learned during basic training in real-world situations. For these scenarios, the student officer is equipped with protective gear for non-lethal training ammunition (NLTA) and provided with an NLTA weapon and magazines. Instructors brief the student on each scenario, providing a description and context. Based on the specific scenario, the student must make and articulate a use of force decision.

Each scenario follows a structured format with the goal of guiding students to reach similar conclusions about the appropriate level of force to use. Scenario outcomes can vary from simple physical force, including handcuffing, to the use of deadly force. After each scenario, a debriefing session takes place. If a student's

actions do not align with what they have learned in the basic training academy, they receive coaching and are asked to repeat the scenario. During the debrief, students must explain their actions and reasoning.

Once a student successfully completes a scenario, they move to an observation area to watch other students perform the same scenarios. Although these scenarios are not graded, they prepare the students for a graded final performance test.

23.05.09 Intervention of Active Killers

8 Hours

Learning Objective(s): CR7, FP8

In intervention of active killers, the student officer is exposed to basic instruction on law enforcement's response to mass casualty events. Students are given protective gear since the scenarios are non-lethal training ammunition scenarios. The primary instructor starts each session by providing a brief lecture on the active killer problem. After the lecture, the students are then given a walk through by the instructor to show them what the movement, threat engagement, post-shoot process, and tactical medical process look like.

Students are exposed to both solo and two officer scenarios. After each scenario, students are debriefed on their performance in the scenario. In this debrief, the student is asked to articulate why they took the action they did. If the student's actions during the scenario are not consistent with instruction, they may be told to reset the scenario and do it again. Each scenario increases in complexity. For instance, the first scenario is a solo officer response to a single killer with no tactical medical for injured persons. The second scenario is a two-officer response to a single killer with one injured person for tactical medical. As the training progresses, the students are exposed to additional threats and more injured persons to provide aid to.

On average, each scenario takes 3-5 minutes to complete. These scenarios are meant to build clean patterns and files in the student's memory so they will have something to fall back on in a real-world event. The students are told this is not comprehensive active killer training but is a basic skill each officer should know before they leave the academy. An emphasis is put on officers to seek out ongoing training for these types of events.

Weekly Tests

10 Hours (1 hour per test)

22.01

22.02

22.03

22.04

22.05

22.06

22.07

22.08

22.09

22.10

The weekly tests are brief quizzes designed to help students gauge their understanding of the material and provide insight into the format of future exams. These quizzes are straightforward, focusing on formative learning, and contribute to the students' overall grade point average.

Bench Mark Written Tests

4 Hours (1 hour per test)

23.01

23.02

23.03

23.04

The Benchmark Written Tests assess competency across specific training blocks. These tests are more challenging, focusing on summative learning to evaluate students' mastery of the material. They contribute to the students' overall grade point average.

Benchmark Performance Tests

13 Hours

24.01-2 hours

24.02-3 hours

24.03-4 hours

24.04-4 hours

The Benchmark Performance Tests are conducted alongside the written tests but are evaluated separately, each with its own set of standards. Students must demonstrate summative skills, which are assessed using a rubric to determine competency. These performance tests contribute to the students' grade point average independently of the written tests.

Final Performance Test and Court Room Practical

24.05-8 hours

The Final Performance Test evaluates the student's cumulative competency in two high-liability and two high-frequency scenarios from the entire training. This test is essential for determining successful completion of basic training and is assessed independently of all other tests.

Final Written

23.05-2 hours

The Final Written Test assesses the student's cumulative competency across the entire training program. This test is crucial for determining successful completion of basic training and is evaluated independently of all other tests.