

# Patrol Procedures

## Course Outcome Summary

### Course Information

Organization	Madison Area Technical College
Developers	Jack Pace
Development Date	1/10/2002
Revised Date	6/25/2002
Course Number	10-504-121
Instructional Level	Associate Degree
Potential Hours of Instruction	54
Total Credits	3

### Description

Examines the patrol operation as it exists in the modern police department. Explores the historical development of patrol, the various styles, techniques of decision-making, hazards, patrol techniques, police subculture and the future of policing. Identifies techniques in dealing with disasters, hazardous materials, mental health acts, victim assistance and enforcement of alcohol beverage laws. Meets LESB performance objectives.

### Types of Instruction

Instruction Type	Contact Hours	Credits
Classroom Presentation	54	3

### Textbooks

Tim Perry. *Patrol Procedures*. Sheffield Publishing. **Edition:** 2nd. **ISBN:** 1-879215-36-5.

### Prerequisites

Introduction to Criminal Justice (10-504-111)  
Juvenile Justice (10-504-135)

### Exit Learning Outcomes

#### Core Abilities

- A. Critical thinking

### Competencies

- A. **Apply principles and techniques of decision making and problem-oriented policing. (LESB 1.4)**

#### Competence will be demonstrated:

- A.1. by participating in the class
- A.2. by writing a summary of decision making and problem-oriented policing
- A.3. Summaries are submitted via Blackboard

#### Criteria - Performance will be satisfactory when:

- A.1. you enter into class discussions
- A.2. you identify the characteristics of a good decision-maker
- A.3. you identify at least five key factors that influence decisions
- A.4. you identify the steps involved in the decision-making process
- A.5. you identify the most common limitations to officer discretion
- A.6. you identify the potential consequences of an officer's application of discretionary decision making
- A.7. you define problem-oriented policing and identify possible advantages and disadvantages
- A.8. you summarize the differences between problem-oriented policing and traditional policing
- A.9. you indicate the characteristics of problem-oriented policing
- A.10. you identify criteria used in problem-oriented policing for selecting among problems for police response
- A.11. you cite the sources of information available for analyzing problems
- A.12. you identify a range of possible alternatives for solving problems
- A.13. summary includes the identification of the key points
- A.14. summary includes only relevant and necessary details
- A.15. summary is concise without being sketchy
- A.16. summary evidences correct grammar, punctuation and spelling
- A.17. you offer questions or comments during class
- A.18. you engage in the electronic learning forum
- A.19. you offer questions or comments via e-mail
- A.20. you attend class regularly
- A.21. you arrive for class on time
- A.22. you listen attentively during class

**B. Distinguish the causes and impacts of work related stress and the means of relieving stress. (LESB 2.2)**

**Competence will be demonstrated:**

- B.1. by participating in the class
- B.2. by writing a summary of work related stress and the means of relieving stress
- B.3. Summaries are submitted via Blackboard

**Criteria - Performance will be satisfactory when:**

- B.1. you enter into class discussions
- B.2. you define stress and identify its negative and positive attributes
- B.3. you identify the importance of maintaining a balanced, long-term approach in personal relationships, career developments, and recreational pursuits
- B.4. you identify the potential effects which an officer's career choice may have upon the their family
- B.5. you identify at least ten influences on officer stress
- B.6. you identify at least ten indicators of stress
- B.7. you identify physical manifestations of stress that may affect an officer's field performance and the reactions of citizens
- B.8. you identify techniques of effective ways to manage the cumulative effects of stress
- B.9. you describe the possible positive and negative consequences for an officer who

seeks outside professional assistance

B.10. you explain the benefits of an officer admitting that fear exists and discuss methods to manage and understand fear

B.11. summary includes the identification of the key points

B.12. summary includes only relevant and necessary details

B.13. summary is concise without being sketchy

B.14. summary evidences correct grammar, punctuation and spelling

B.15. you offer questions or comments during class

B.16. you engage in the electronic learning forum

B.17. you offer questions or comments via e-mail

B.18. you attend class regularly

B.19. you arrive for class on time

B.20. you listen attentively during class

**C. Demonstrate knowledge of the requirements for making a lawful arrest. (LESB 6.2)**

**Competence will be demonstrated:**

C.1. by participating in the class

C.2. by writing a summary of requirements for making a lawful arrest

C.3. Summaries are submitted via Blackboard.

**Criteria - Performance will be satisfactory when:**

C.1. you enter into class discussions

C.2. you list the four elements of a lawful arrest.

C.3. you identify the statutory sources of an officer's authority to arrest.

C.4. you recognize and explain proper jurisdiction for arrest.

C.5. you identify the concepts of fresh pursuit, close pursuit, and hot pursuit.

C.6. you identify the definition of probable cause.

C.7. you identify probable cause as the standard of evidence necessary for an arrest.

C.8. you recognize the sources of information which may form the basis of probable cause.

C.9. you identify the four legal bases for entering a home for the purpose of arrest.

C.10. you elaborate the general rules regarding arrest with and without a warrant.

C.11. you identify exigent circumstances.

C.12. you recognize and explain the seriousness of the underlying offense is an important factor in determine id exigent circumstances exit.

C.13. you list the statutory requirements for a facially valid arrest warrant and its execution.

C.14. you identify appropriate use of force to gain entry to effectuate an arrest.

C.15. you identify appropriate use of force against a suspect to place him or her under arrest.

C.16. you state the general penalties for excessive us of force.

C.17. you recognize and explain[lain the general rule for a search incident to an arrest.

C.18. you identify the authority for a search incident to an arrest.

C.19. you identify the permissible scope of a search incident to an arrest.

C.20. you recognize a situation requiring a mandatory arrest.

C.21. you identify the purpose of bail and the procedures for its collection.

- C.22. you identify the possible consequences of an illegal arrest.
- C.23. you offer questions or comments during class
- C.24. you engage in the electronic learning forum
- C.25. you offer questions or comments via e-mail
- C.26. you attend class regularly
- C.27. you arrive for class on time
- C.28. you listen attentively during class
- C.29. summary includes the identification of the key points
- C.30. summary includes only relevant and necessary details
- C.31. summary is concise without being sketchy
- C.32. summary evidences correct grammar, punctuation and spelling

**D. Demonstrate knowledge of laws, communication techniques, and investigative procedures that apply to conditions identified in Wisconsin's mental health act. (LESB 6.8)**

**Competence will be demonstrated:**

- D.1. by participating in the class
- D.2. by writing a summary of laws, communication techniques, and investigative procedures that apply to conditions identified in Wisconsin's mental health act
- D.3. Summaries are submitted via Blackboard.

**Criteria - Performance will be satisfactory when:**

- D.1. you enter into class discussions
- D.2. you recognize the basic behavior factors that suggest the possibility of mental illness.
- D.3. you identify the factors to consider when responding to disturbed persons.
- D.4. you identify techniques and behaviors for reducing an individual's level of anxiety.
- D.5. you describe techniques for approaching and responding to someone who is threatening suicide.
- D.6. you describe techniques for approaching and responding to intoxicated persons.
- D.7. you describe a law enforcement officer's responsibilities under the mental health act.
- D.8. you demonstrate the criteria and procedures for emergency detention under the mental health act.
- D.9. you identify community resources and referral procedures for a mentally disturbed person who is not considered dangerous.
- D.10. you offer questions or comments during class
- D.11. you engage in the electronic learning forum
- D.12. you offer questions or comments via e-mail
- D.13. you attend class regularly
- D.14. you arrive for class on time
- D.15. you listen attentively during class
- D.16. summary includes the identification of the key points
- D.17. summary includes only relevant and necessary details
- D.18. summary is concise without being sketchy
- D.19. summary evidences correct grammar, punctuation and spelling

**E. Demonstrate types, characteristics, and methods of effective patrol operations. (LESB 9.1)**

**Competence will be demonstrated:**

- E.1. by participating in the class
- E.2. by writing a summary of types, characteristics, and methods of effective patrol operations
- E.3. Summaries are submitted via Blackboard.

**Criteria - Performance will be satisfactory when:**

- E.1. you enter into class discussions
- E.2. you identify the types of patrol and some characteristics of each.
- E.3. you identify the two types of problem area patrol.
- E.4. you identify the types of patrol patterns.
- E.5. you identify the methods for locating and developing sources of information and informants.
- E.6. you identify the procedures to access law enforcement information systems and the capability of cross referencing the information obtained within these systems.
- E.7. you identify the statewide information systems directly accessible to Wisconsin law enforcement agencies.
- E.8. you identify the basic preventive patrol methods.
- E.9. you identify the criteria an officer should consider when determining a patrol strategy for covering the beat area.
- E.10. you identify the methods used in stopping the pedestrian.
- E.11. you demonstrate the use of the field inquiry.
- E.12. you identify the factors which affect an individual's perception of an event.
- E.13. you identify and list the characteristics of the types of observation tactics.
- E.14. you identify the elements of a safe and effective search for a suspect inside a building.
- E.15. you identify the elements of a safe and effective search of an open area for a suspect.
- E.16. you offer questions or comments during class
- E.17. you engage in the electronic learning forum
- E.18. you offer questions or comments via e-mail
- E.19. you attend class regularly
- E.20. you arrive for class on time
- E.21. you listen attentively during class
- E.22. summary includes the identification of the key points
- E.23. summary includes only relevant and necessary details
- E.24. summary is concise without being sketchy
- E.25. summary evidences correct grammar, punctuation and spelling

**F. Demonstrate knowledge of statutes and enforcement methods governing the sale and service of alcohol beverages. (LESB 9.2)**

**Competence will be demonstrated:**

- F.1. by participating in the class
- F.2. by writing a summary of statutes and enforcement methods governing the sale and service of alcohol beverages
- F.3. Summaries are submitted via Blackboard.

**Criteria - Performance will be satisfactory when:**

- F.1. you enter into class discussions

- F.2. you identify the types of license and sales restrictions required for serving alcohol beverages.
- F.3. you cite statutory restrictions for sale to and consumption by underage and intoxicated persons.
- F.4. you cite inspection and confiscation authority for law enforcement.
- F.5. you identify altered and counterfeited identification cards and driver's licenses.
- F.6. you cite statutory closing hours and required supervision for licensed premises.
- F.7. you offer questions or comments during class
- F.8. you engage in the electronic learning forum
- F.9. you offer questions or comments via e-mail
- F.10. you attend class regularly
- F.11. you arrive for class on time
- F.12. you listen attentively during class
- F.13. summary includes the identification of the key points
- F.14. summary includes only relevant and necessary details
- F.15. summary is concise without being sketchy
- F.16. summary evidences correct grammar, punctuation and spelling

**G. Demonstrate techniques for assisting crime victims, witnesses, and other persons in crisis. (LESB 9.5)**

**Competence will be demonstrated:**

- G.1. by participating in the class
- G.2. by writing a summary of assisting crime victims, witnesses, and other persons in crisis
- G.3. Summaries are submitted via Blackboard.

**Criteria - Performance will be satisfactory when:**

- G.1. you enter into class discussions
- G.2. you recognize and describe the physical and psychological reactions which result from the trauma of victimization or crisis.
- G.3. you identify the verbal and non-verbal techniques for defusing crisis symptoms.
- G.4. you identify the escalating stages of stress which can be experienced by an officer's exposure to people in crisis.
- G.5. you identify the needs of crime victims.
- G.6. you explain the importance of demonstrating the qualities or behaviors when assisting crime victims.
- G.7. you demonstrate and explain the purpose of crisis communication skills.
- G.8. you identify the law enforcement responsibilities when responding to crime victims.
- G.9. you explain the rights of crime victims as stated in the Wisconsin statutes.
- G.10. you identify the services and resources available to crime victims.
- G.11. you explain the importance of understanding cultural differences when interacting with crime victims and witnesses.
- G.12. you demonstrate effective techniques for notifying next of kin.
- G.13. you offer questions or comments during class
- G.14. you engage in the electronic learning forum
- G.15. you offer questions or comments via e-mail
- G.16. you attend class regularly

- G.17. you arrive for class on time
- G.18. you listen attentively during class
- G.19. summary includes the identification of the key points
- G.20. summary includes only relevant and necessary details
- G.21. summary is concise without being sketchy
- G.22. summary evidences correct grammar, punctuation and spelling

**H. Demonstrate techniques for responding to situations where groups of people are both friendly and hostile to law enforcement presence. (LESB 9.6)**

**Competence will be demonstrated:**

- H.1. by participating in the class
- H.2. by writing a summary of responses to situations where groups of people are both friendly and hostile to law enforcement presence
- H.3. Summaries are submitted via Blackboard.

**Criteria - Performance will be satisfactory when:**

- H.1. you enter into class discussions
- H.2. you identify common group situations and describe techniques for and limitations of law enforcement response.
- H.3. you describe important considerations when interviewing complainants or victims in group situations.
- H.4. you demonstrate effective methods of responding to verbal abuse when faced with group conflict or confrontation.
- H.5. you offer questions or comments during class
- H.6. you engage in the electronic learning forum
- H.7. you offer questions or comments via e-mail
- H.8. you attend class regularly
- H.9. you arrive for class on time
- H.10. you listen attentively during class
- H.11. summary includes the identification of the key points
- H.12. summary includes only relevant and necessary details
- H.13. summary is concise without being sketchy
- H.14. summary evidences correct grammar, punctuation and spelling

**I. Demonstrate knowledge of law enforcement role in responding to natural disasters and hazardous occurrences. (LESB 9.7)**

**Competence will be demonstrated:**

- I.1. by participating in the class
- I.2. by writing a summary of law enforcement role in responding to natural disasters and hazardous occurrences
- I.3. Summaries are submitted via Blackboard.

**Criteria - Performance will be satisfactory when:**

- I.1. you enter into class discussions
- I.2. you identify the actions required of an officer when confronted with hazardous occurrences which may involve potential or actual personal injury or property damage.
- I.3. you identify the initial responsibilities of the first unit to arrive at the scene of an air crash, major vehicle accident, or disaster scene.
- I.4. you identify the responsibilities and considerations of a first responder to a hazardous materials incident.

- I.5. you demonstrate use of DOT Emergency Response Guide.
- I.6. you offer questions or comments during class
- I.7. you engage in the electronic learning forum
- I.8. you offer questions or comments via e-mail
- I.9. you attend class regularly
- I.10. you arrive for class on time
- I.11. you listen attentively during class
- I.12. summary includes the identification of the key points
- I.13. summary includes only relevant and necessary details
- I.14. summary is concise without being sketchy
- I.15. summary evidences correct grammar, punctuation and spelling