

SECTION HEADING

CJS 2300: Patrol Operations

Description

Patrol Operations introduces students to the basic principles of patrol operations. Students will develop an understanding of patrol work including responding to calls, investigations, and enforcement of various laws and the functions needed to carry out these duties by applying knowledge learned in other criminal justice courses. Students will be required to practically apply the knowledge and skills learned throughout the Peace Officer program by successfully completing reality-based training exercises in a patrol setting.

Credits

4

Prerequisite

Must be formally accepted into the Peace Officer Program

Corequisite

None

Topics to be Covered

1. Basics of Initial response and Investigation
2. Making Contacts, Detentions, and Arrests
3. Serving Legal Process Documents/Warrants
4. Responding and Investigating Specific Types of Calls

Learning Outcomes

1. Students will be able to successfully identify the knowledge base, respond to and properly handle all tasks associated with the following Professional Police Officer Education (PPOE) Learning objectives required by the Minnesota POST Board:

- 1.5.10 Explain how various patrol strategies impact crime, community security and community perceptions of law enforcement.
- 2.23.4 Discuss ethical and responsible use of computers and databases by peace officers and the ramifications of misuse or unethical release of data.
- 3.2.2 Evaluate and apply relevant interview considerations and techniques when engaging with vulnerable groups, including children, vulnerable adults, and traumatized victims, by identifying the interviewee's needs and circumstances and the appropriate methods based on situational factors.
- 3.2.3 "Conduct interviews using procedures that:
 - are appropriate to the situation,
 - ensure the protection of individual rights,
 - effectively gather information,
 - encourage cooperation, and
 - enhance memory."
- 3.2.4 Conduct interrogations of suspects using appropriate techniques to gather information, detect deception, and gain an admission or confession depending on the circumstances.
- 3.6.1 "Practice responding to a variety of requests for service including:
 - receiving and comprehending information to and from dispatcher,
 - demonstrating safe vehicle positioning where applicable based on type of call and information available,
 - observing and conducting initial assessment upon arrival at the scene for safety concerns and useful information,
 - using active listening and clear oral communication skills,
 - identifying victims, witnesses and suspects,
 - taking statements and conducting initial interviews,
 - making reasonable decisions based on a reasonable interpretation of observations and circumstances, and
 - determining what additional services might be called in, e.g., EMS, Social Services."
- 3.6.3 Given a crime scene, determine if there is enough evidence to provide probable cause for a search or arrest warrant and fill out the appropriate form(s) to obtain the warrant.
- 3.6.4 Request search or arrest warrants where appropriate.

Section Heading

- 3.7.1 "Describe and demonstrate how to make contacts, detentions and arrests including:
 - reading Miranda rights and verifying understanding,
 - selecting, applying and removing types of restraints, e.g. handcuffs, flex-cuffs, leg restraints,
 - conducting a search incident to arrest."
- 3.7.5 Define the terms booking, arraignment, bail and personal recognizance.
- 3.8.2 "Conduct searches and seizures in accordance with State statutes and criminal code and demonstrate conscious application of the concepts of reasonable suspicion and probable cause including:
 - a legal, consensual search of a person,
 - a custodial search,
 - a searching and inventorying of a vehicle including explaining when a vehicle may be impounded, and
 - a building search."
- 3.12.1 Discuss officer safety issues relevant to serving warrants and special procedures to follow when serving potentially high risk warrants.
- 3.13.2 Explain and/or demonstrate techniques and protocols for effectively and safely responding to crimes in progress.
- 3.13.14 "Discuss risks associated with domestic violence situations and safe approach techniques including:
 - why it is best not to respond alone,
 - the importance of gathering as much information as possible prior to response,
 - the importance of initial scene assessment, and
 - why it is important not to reveal the name of the person who requested police response."
- 3.13.15 Explain when an arrest is warranted, when an arrest is mandatory and the time period in which an arrest can be made in domestic violence related situations.
- 3.13.16 "Manage a domestic violence scenario including:
 - performing an initial assessment of the scene for relevant cues,
 - calling for back up, medical assistance, child services, or other service as needed
 - taking reasonable actions to stop any on-going abuse including asking to see the alleged victim or subject of the call alone, requesting entry to residence if necessary to talk to victim and getting a warrant when needed,
 - employing communication techniques as appropriate to de-escalate volatile situations including separating involved parties,
 - explaining rights to victims and providing victim services information,
 - providing officer contact information to victim, and
 - making arrest decisions based on probable cause, determination of predominant aggressor, violation of court orders, and other factors."
- 3.13.17 Discuss service of protective orders and related risks.
- 3.13.20 Describe methods of transportation and concealment of controlled substances/illicit drugs.
- 3.13.34 Explain how to use a fire extinguisher on various types of fires.
- 3.13.35 Explain the basic principles of hazardous materials as defined by Occupational Safety and Health Administration (OSHA) and the Emergency Response Guide Book published by the U.S. Department of Transportation.
- 3.13.36 Identify some resources for responding to hazardous materials incidents, e.g., fire department, Minnesota Pollution Control Agency, Minnesota Department of Homeland Security and Emergency Management (HSEM), and the Bureau of Criminal Apprehension's (BCA's) Emergency Communications Center for State level assistance and notification.
- 3.13.37 Explain the purpose of hazardous materials placards and the significance of their shapes, color, symbols and texts.
- 3.13.38 Identify some common hazardous materials placards and where they are commonly located.
- 3.13.39 "Given scenarios involving hazardous materials describe and/or demonstrate basic incident management skills including:
 - recognizing and identifying common hazardous materials or hazardous materials placards, and
 - taking situationally appropriate safety precautions and reasonable actions including maintaining a safe distance, clearing the area and making referrals and notifications.
- 3.13.40 "Explain and/or demonstrate safety precautions and situationally reasonable actions in response to reports of bomb threats and suspicious objects including:
 - when to clear an area and call in the bomb squad,
 - procedures to be followed when searching buildings and property to locate explosive devices and materials, and
 - risks associated with secondary devices and booby traps."
- 3.13.50 "Identify options for resolution of situations involving individuals in mental health crisis situations including:
 - identifying resources/services that could be called for assistance, and
 - Identifying steps necessary for obtaining an involuntary commitment order by a law enforcement officer."
- 3.13.51 Explain the prohibition against the use of deadly force in situations involving people who only poses a danger to themselves and how it may apply in mental health crises situations.

- 3.13.52 "Conduct an initial response to a simulated sexual assault incident using victim centered response strategies* appropriate to the situation that makes the victim's wishes, safety and well-being a priority in all matters and procedures and includes provision of the victim information card and contacting a victim advocate.

* Examples of victim-centered response strategies include:

- Secure the scene and manage any immediate safety concerns or medical needs,
- Use situationally appropriate victim-centered communication strategies to promote the victim's feelings of safety, demonstrate compassion and concern, minimize trauma, and support and

empower the victim, e.g.:

o Assure victims:

- they are safe and believed,
 - the assault was not their fault, they are not to blame and have nothing to be ashamed of,
 - that reporting was the right thing to do, and
 - they are in charge of how things proceed, and
 - if appropriate to the situation, assure victims that they will not be charged with minor crimes and that sexual assault takes priority regardless of life circumstances or participation in sex work.
 - Listen with empathy and without judgement,
 - Limit questioning to what is immediately necessary to identify the nature of the crime and suspects and the immediate needs of the victim; do not interview victims who will have to be re-interviewed
- by investigators, and not let others question the victim, or pressure them to make decisions,
- If the victim is a child or vulnerable adult limit questioning and adjust communication appropriately.
 - Provide victims with information about their rights (including the victim information card is required),
 - Connect victims with advocates and non-emergency medical help as needed and as soon as possible,
 - Request a sexual assault investigator as soon as possible,
 - Identify any special needs for service the victim might have, reach out for assistance and let the victim know help is coming,
 - Identify and protect evidence including non-DNA evidence,
 - Keep victim informed and provide good, clear advice as appropriate, e.g., when to wash, change clothes, what is going to happen next, the role of forensic exam nurse, victim advocate and sexual assault investigator,
 - Manage suspects and bystanders or witnesses in ways that promote the victim's feelings of safety, dignity and autonomy.

This list is not all inclusive and is subject to change."

Credit Details

Lecture: 2

Lab: 2

OJT: 0

MnTC Goal Area(s): None