

# JPMA Online Classes *Law Enforcement Catalog*



*Using Educational Technologies to  
Promote Public Safety and Security*



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*Using Educational Technologies  
to Promote Public Safety*

## Welcome to Justice Planning and Management Associates'

### Catalog of Classes for Law Enforcement

We are pleased to provide you with our extensive catalog of online training solutions for law enforcement personnel. We hope you find the training listed in this catalog to be of interest and a potentially valuable asset for your training audience.

Over the past decade, tens of thousands of law enforcement officers have used our technology-powered training services to increase their capabilities and competencies in a cost-effective manner. Our experience in this arena is unequalled, and we hope that we can share our resources with you and your training associates.

Please contact us if you have any questions regarding the classes offered or the various alternatives available for delivery to your learners. Please feel free to take a few moments and visit our website ([www.jpmaweb.com](http://www.jpmaweb.com)) where you can review the training on Human Trafficking as a means of evaluating our training approach.

Thank you for your interest in our company. We look forward to the opportunity of serving you.

Sincerely,

*Paul M. Plaisted*

Paul M. Plaisted  
President, JPMA

# Table of Contents

<b>About JPMA</b> .....	<b>1</b>
<b>Online Class Development</b> .....	<b>1</b>
Tailored to Address Client-Specific Needs .....	1
Custom Development .....	1
Online Class Characteristics .....	2
Learning Management System Independence .....	2
<b>Turnkey Online Solutions</b> .....	<b>2</b>
Learning Management System .....	2
<b>Class Descriptions</b> .....	<b>3</b>
<b>NIMS and ICS</b> .....	<b>3</b>
National Incident Management System (IS-700) Part One.....	3
National Incident Management System (IS-700) Part Two .....	3
ICS-100(1) Introduction to ICS Course .....	3
ICS-100(2) Overview of ICS .....	3
ICS-100(3) Basic Features of ICS.....	4
ICS-100(4) Incident Commander and Command Staff.....	4
ICS-100(5) General Staff Functions .....	4
ICS-100(6) Incident Facilities.....	4
ICS-100(7) Common Responsibilities .....	4
ICS-100(8) Summary and Final Exam .....	4
ICS-200 ICS for Single Resources and Initial Action Incidents ( <i>Fall 2016</i> ).....	4
<b>General</b> .....	<b>5</b>
Bloodborne Pathogens .....	5
Fire Extinguisher Basics.....	5
Ergonomics and VDT Safety .....	5
Domestic Violence in the Workplace.....	5
<b>Community Emergency Response Team</b> .....	<b>5</b>
Participant Orientation .....	5
Disaster Preparedness .....	6
Fire Safety .....	6
Medical Operations 1.....	6
Medical Operations 2.....	6
Light Search & Rescue.....	6
Team Organization.....	6
Disaster Psychology .....	6
Terrorism and CERT .....	6

## JPMA Online Training Class Catalog – Law Enforcement 2016

<b>WMD/HAZMAT Awareness</b> .....	<b>7</b>
Role of the First Responder .....	7
Impact of WMD/HAZMAT Incidents .....	7
Identifying Presence .....	7
Response, Control and Communication .....	7
Incident Protective Actions.....	7
<b>Terrorism Prevention</b> .....	<b>8</b>
Terrorism 1: Law Enforcement .....	8
Terrorism 2: Law Enforcement .....	8
<b>Drug and Alcohol Issues</b> .....	<b>8</b>
Effects of Alcohol .....	8
Drug Recognition and Impairment I (2016).....	8
Drug Recognition and Impairment II (2016).....	9
<b>Violent Crime and Firearms</b> .....	<b>9</b>
Understanding Sexual Assault Issues (2016) .....	9
Responding to Sexual Assault Calls (2016) .....	9
On the Scene of Sexual Assaults (2016).....	9
Introduction to Domestic Violence: Part I (2016).....	9
Introduction to Domestic Violence: Part II (2016).....	10
Identification of Predominant Aggressor in DV Cases (2016).....	10
Predominant Aggressor Analysis (2016).....	10
Domestic Violence and Children (2016) .....	10
Investigative Interviewing: An Overview (2016).....	10
Investigative Interviewing: Sexual Assault Investigations (2016).....	10
Animal Cruelty and Domestic Violence (2016) .....	11
<b>Security Concepts</b> .....	<b>11</b>
The Security Planning Process .....	11
Integrated Protective Systems.....	11
Physical Security 1.....	11
Physical Security 2.....	11
<b>Specific Crimes and Victims</b> .....	<b>12</b>
Awareness of Cultural Diversity.....	12
Policing Culturally Diverse Communities .....	12
Introduction to Homelessness (2016).....	12
Law Enforcement Contact with the Homeless (2016) .....	12
Elder Abuse: The Hidden Crime .....	12
Financial or Material Exploitation of Elders.....	12
An Overview of the ADA for Law Enforcement .....	13
Police Response to People with Disabilities.....	13
Computer Crime Basics (2016).....	13

JPMA Online Training Class Catalog – Law Enforcement 2016

Sources of Electronic Evidence (2016)..... 13  
Crime Scene Investigation (2016) ..... 13  
Evidence Collection (2016) ..... 14  
Awareness of Autism and Other Developmental Disabilities ..... 14  
Law Enforcement Officer Interactions with Persons Who Have Autism ..... 14  
Awareness of Human Trafficking ..... 14  
Responding to Human Trafficking..... 14  
Crisis Conflict Management ..... 15  
Sovereign Citizens – Part 1..... 15  
Sovereign Citizens – Part 2..... 15  
Introduction to Gangs – Part 1..... 15  
Introduction to Gangs – Part 2..... 15  
Awareness of Transgender Issues..... 15  
**Basic Concepts ..... 15**  
Community Policing ..... 15  
Report Writing ..... 16  
Emotional Wellness: Understanding Stress, Trauma, and PTSD ..... 16  
Emotional Wellness: Managing Stress, Trauma, and PTSD ..... 16  
Power, Authority, and Discretion ..... 16  
Career Survival: Positive Ways to be Successful ..... 17  
Career Survival: Professional Policing and the Public..... 17  
Career Survival: Overall Job Preparedness ..... 17  
Social Media - Emerging Technologies ..... 17  
Social Media - Implications for Law Enforcement ..... 17

## About JPMA

Justice Planning and Management Associates (JPMA) is the most experienced and capable provider of technology-powered training delivery for first responders. JPMA helps hundreds of law enforcement agencies deploy high-quality training that is user-friendly and cost-effective. We construct online training systems that are simple to operate within a complex law enforcement work environment. These leading-edge training solutions not only address common law enforcement requirements but also accommodate the various differences in individual agencies' needs. Blended with traditional training, JPMA's online systems achieve greater impact in the staff development process.

Thousands of law enforcement agencies throughout the nation have accessed JPMA's services, either by incorporating JPMA products into their websites, engaging JPMA as a technical consultant, or participating in one of JPMA's distance learning events.

JPMA staff and associates are committed to helping law enforcement organizations understand and employ technology-powered training options. Our knowledge, expertise, and extensive set of skills are unsurpassed in the law enforcement online training arena. We work hand-in-hand with numerous law enforcement subject matter experts to ensure that the resources provided are current, relevant, and effective.

## Online Class Development

JPMA is the nation's most experienced developer of online training content for law enforcement users and has produced over 200 interactive training classes on a host of topics. JPMA's advanced technology approach ensures that online classes are specifically engineered to engage the interest of learners (using graphics, animations, photography, audio components, hyperlinks and interactive exercises). At the same time, we retain a simple, user-friendly interface that recognizes the challenges that learners will encounter while training at various locations within the work environment.

### Tailored to Address Client-Specific Needs

JPMA knows that online training materials must be constructed to match the unique statutes, policy, response protocols, and support resources that are in place within the individual states and major law enforcement agencies. Unlike other national providers who choose to see this business with a "one size fits all" perspective, JPMA tailors its materials to meet these specific needs. This provides statewide training partners, regional coalitions, and larger agencies with cost-effective access to high-quality, relevant online training materials.

### Custom Development

While JPMA's law enforcement related content is readily available for immediate deployment, specific materials may also be rapidly developed to meet the training objectives of your state or organization. JPMA has extensive experience working with training academies, state POSTs, professional associations, NGOs, human services agencies, and individual agency SMEs and instructors to develop materials that address emerging training needs within their client community. We can assist in a number of roles to help ensure that specific training events are well suited for your learner community and developed in a timely, cost-effective manner.

## Online Class Characteristics

Classes within the JPMA Online Training Center are generally one hour in duration. Classes are learner-centered and users can move to various training topics and individual screens and exercises at their own discretion. All classes are audio-based with instructional graphics supporting the training message. Learners are also able to view the text of the narrative with or without the accompanying audio. Classes are generally designed to operate at dial-up Internet speeds, but the Learning Management System (LMS) and classes operate more smoothly at broadband speeds (cable, DSL). Some newer classes incorporate limited video streaming and may require high speed Internet access. Class completion is documented via an online quiz that is automatically scored and maintained in the training records database for use by the learner and administrating agency. Learners are also able to print paper documentation of class completion for personal or agency records. JPMA is currently using one of the leading course authoring tools to produce classes that operate seamlessly with a wide variety of browsers and mobile devices. Older classes are being recast in this new environment to ensure long-term value to our users.

## Learning Management System Independence

Many agencies have their own version of a Learning Management System through which online training can be delivered. However, most LMS providers have little or no law enforcement mission-oriented training materials and agencies are forced to either develop their own (costly, time-consuming) or suffer with too few training topic options. JPMA's content is developed using industry standards to allow its placement in any of these LMS environments. This portability allows customers to partner with JPMA to expand access to timely, affordable, high-quality training materials that would not otherwise be available to their learners. JPMA has ongoing relationships with several LMS providers that can help facilitate inclusion of JPMA's content for agency users. JPMA also provides agencies with direct access to our content via a linking configuration.

## Turnkey Online Solutions

JPMA provides several hundred law enforcement agencies with simple and affordable turnkey training systems (online content and learning management system). Customers use these systems to meet basic in-service and compliance-level training requirements. This frees resources that can then be redirected toward other agency purposes, including higher-level training needs. Simply stated, our online systems provide agencies with a technology-powered training component that allows them to easily expand the impact of their overall training expenditure and effort.

## Learning Management System

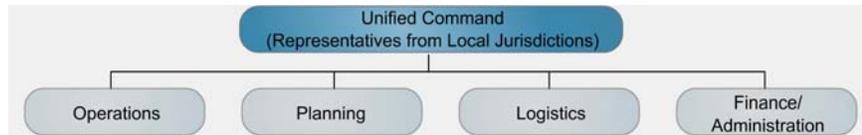
The JPMA Learning Management System provides the overall framework for tracking authorized users and their progress through available coursework. Designed with the "KISS principle" in mind, JPMA's LMS is not only user-friendly but also a breeze for training administrators to operate. This is especially important for small to moderate sized agencies where those administrators have numerous other responsibilities. With JPMA's LMS a separate, branded training portal can be created for larger agencies or groups of agencies to provide a greater degree of customization of the training process. This can include a greater assortment of job types, training libraries, and user/admin permissions designed to mirror the organization's structure and training practices.

## Class Descriptions

The following descriptions detail online classes provided to law enforcement clients. Where indicated, classes are slated for conversion. Some classes listed are oriented to a national audience while others are focused, in part, on state-specific issues. All classes can be tailored to a specific organization’s needs.

### NIMS and ICS

The following classes are designed to address National Incident Management System (NIMS) training requirements as set forth



by the Department of Homeland Security (DHS), NIMS Integration Center. Classes are structured in a fashion consistent with DHS online and classroom instruction covering similar topics. All law enforcement officers, first responders and direct support personnel should receive NIMS and ICS-100 training. Supervisory and management personnel should receive ICS-200 training. Higher level training in ICS is classroom based.

#### National Incident Management System (IS-700) Part One

This is the first of two classes that comprise the Orientation to the National Incident Management System. Upon successful completion, the learner will be able to: describe how NIMS will help to coordinate and integrate the response to domestic incidents; describe NIMS concepts and principles; describe the purpose of unique position titles in ICS; and, explain the roles and responsibilities of the Incident Commander and Command Staff.

#### National Incident Management System (IS-700) Part Two

This is the second of two classes that comprise the Orientation to the National Incident Management System. Upon successful completion, the learner will be able to: describe the Public Information Systems required by NIMS; identify ways in which NIMS affects how your jurisdiction prepares for incidents and events; and explain how NIMS will influence technology and technological systems required for emergency response.

#### ICS-100(1) Introduction to ICS Course

The ICS-100 Course is an orientation to the Incident Command System (ICS) and provides a foundation for higher level ICS training. This class provides an overview of the entire course. Upon successful completion of this class, the participant will know how to use the structure of this class to enhance his/her learning.

#### ICS-100(2) Overview of ICS

This class provides a general overview of the Incident Command System. The learner will be able to identify the three purposes of the ICS and requirements to use it.

### **ICS-100(3) Basic Features of ICS**

This class provides an overview of the basic features of ICS. It also addresses the concepts which underlie the basic features of ICS.

### **ICS-100(4) Incident Commander and Command Staff**

This class provides an overview of the roles and responsibilities of the Incident Commander and the Command Staff.

### **ICS-100(5) General Staff Functions**

This class provides an overview of the General Staff roles, responsibilities and functions.

### **ICS-100(6) Incident Facilities**

This class provides an overview of the standard ICS facilities.

### **ICS-100(7) Common Responsibilities**

In this class, the participant will learn about the common responsibilities of deployment, incident response, and demobilization.

### **ICS-100(8) Summary and Final Exam**

ICS-100 Course Summary & Final Exam

### **ICS-200 ICS for Single Resources and Initial Action Incidents (*Fall 2016*)**

This course is designed to enable personnel to operate efficiently during an incident or event within the Incident Command System. The course focuses on the management of single resources and provides training and resources for personnel who are likely to assume a supervisory role within the ICS. The primary target audience is response personnel at the supervisory level. The course will follow the model DHS classroom training structure and consist of 8 online classes.

1. Course Overview
2. Leadership and Management
3. Delegation of Authority and Management by Objectives
4. Functional Areas and Positions
5. Briefings
6. Organizational Flexibility
7. Transfer of Command
8. Course Summary and Final Exam

## General

These classes address a number of requirements set forth by various federal and state agencies (i.e., OSHA – State Bureau of Labor Standards, Human Rights Commission, etc.).

### Bloodborne Pathogens

This class is designed to meet the training requirements of the OSHA standard for Occupational Exposure to Bloodborne Pathogens. Upon successful completion, the learner will be able to: demonstrate basic knowledge about the most infectious bloodborne pathogens and their risk of transmission; use standard precautions to avoid contact with infectious pathogens; identify the engineering and work practice controls used in their place of employment; identify the reasons that HBC vaccination is recommended for employees with potential exposure to infectious pathogens; identify the requirements of the employer's written Exposure Control Plan; and identify an employer's OSHA requirements for training and record keeping.



### Fire Extinguisher Basics

This class is an opportunity to learn more about how to prevent fires and when necessary how to use a fire extinguisher to control their spreading. Employees expected to utilize fire extinguishers to control fires should receive this training on an annual basis.

### Ergonomics and VDT Safety

This class discusses workplace injury warning signs and proper ergonomic and VDT safety techniques used in order to avoid these injuries. Job aids include a workstation safety checklist and effective stretches.

### Domestic Violence in the Workplace

This class provides an overview of the impact of domestic violence on the workplace. It identifies the issues relating to both domestic violence victims and perpetrators who interact with others within the work environment. The class encourages employees to disclose concerns about domestic abuse and provides employees and agencies a best practice response to such concerns.

## Community Emergency Response Team

CERT (Community Emergency Response Team) is a national program designed to prepare individuals to assist others during times of natural or man-made disaster. The topics within this course cover a broad spectrum of Emergency Response activities and the course provides assistance to first responders who wish to refresh their skills in a wide range of areas.

### Participant Orientation

This class provides a basic introduction to the CERT online training course. It showcases the online technology employed and outlines the training materials available to the student.

## Disaster Preparedness

In the first class, the learner will become familiar with the definitions of disaster versus an emergency. The organization of the emergency services will be discussed, as well as the disaster workers who make up the response workforce.

## Fire Safety

This class covers fire chemistry, fire hazards and fire suppression. In addition, the material addresses the different types of portable fire extinguishers and how to operate them.

## Medical Operations 1

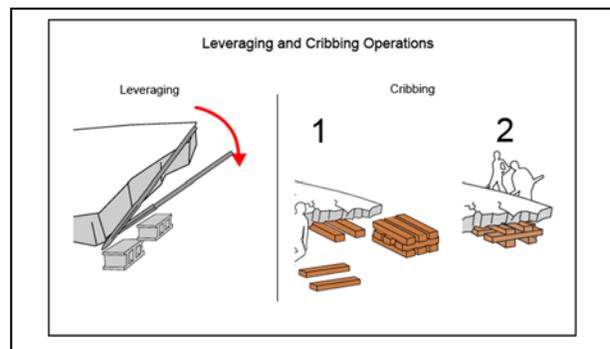
Triage and Treating Life Threatening Injuries is the first of two classes related to medical emergencies. This class covers how to recognize and treat an airway obstruction, bleeding, and shock. In addition, the principles of triage and how to conduct triage evaluations are discussed.

## Medical Operations 2

During the second medical class, public health considerations such as maintaining hygiene and sanitation are presented. By the end of this class, the learner will know how to conduct the four major sub-functions of emergency medical operations. This includes how to establish disaster medical treatment areas and understand their various functions.

## Light Search & Rescue

This class teaches the learner how to size up the situation in which search and rescue teams will operate; how to search systematically for disaster victims; and safe techniques for lifting, leveraging, cribbing, and victim removal.



## Team Organization

Being able to organize and deploy volunteer resources according to the CERT's organizational principles is vital. In doing so, the learner will protect his/her "buddies" during search and rescue and use strategies for documenting the situation and resource status.

## Disaster Psychology

This class explains the psychological impact of a disaster on rescuers and victims. Understanding this, the learner will know the steps to take individually and as a team member to care for the emotional and mental health of the rescuers and the victims before, immediately following, and after a disaster.

## Terrorism and CERT

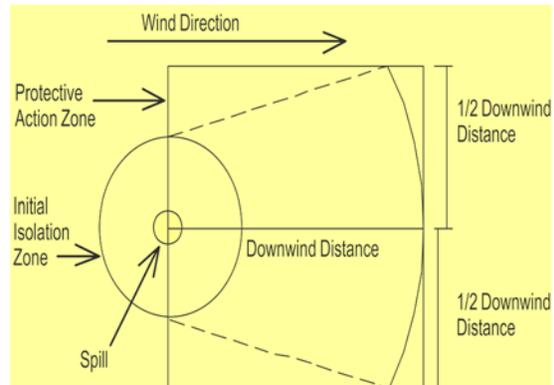
The eighth class addresses the definition and goals of terrorism. It is important that the learner understands the weapons that terrorists are known or suspected to have and the risk those weapons pose. The learner will be familiar with B-NICE indicators (Biological, Nuclear, Incendiary, Chemical, Explosive), the cues that help to identify when a terrorist attack has occurred or may be imminent.

## WMD/HAZMAT Awareness

This course represents a comprehensive approach to awareness level training for Weapons of Mass Destruction and Hazardous Materials. It is intended for use by all first responders to include police, fire, EMS, EMA, public works and private security staff members. The course meets guidelines set forth by DHS for WMD awareness level training, and the OSHA and NFPA specifications for Hazardous Materials awareness level training. Various federal requirements dictate that first responders' document competency in HAZMAT at the minimum level of awareness on an annual basis.

### Role of the First Responder

In this class, the learner will be introduced to the Role of the First Responder trained at the Awareness Level. The participant will learn the limitations of response, the differences between Hazmat and WMD incidents and other emergencies, and the harm that can occur to people, the environment and property as a result of these events.



### Impact of WMD/HAZMAT Incidents

In this class, the participant will learn about the specific risks associated with the classes and divisions of hazardous materials and potential outcomes associated with WMD/HAZMAT incidents that use chemical, biological, radiological, nuclear, incendiary and traditional explosive terrorist weapons.

### Identifying Presence

In this class, the participant will learn to recognize the presence of and identify hazardous materials incidents from a safe location by using the North American Emergency Response Guidebook along with UN/NA, DOT, NFPA, and other markings and symbols.

### Response, Control and Communication

In this class, the participant will learn the limitations of responding to a WMD/HAZMAT incident as a first responder trained to the awareness level, how to protect himself/herself and the public, how to secure the area, and how the participant needs to coordinate closely with other first-responding fire, EMS, and law enforcement personnel to ensure that the participant and the other responders do not destroy potentially important crime scene evidence.

### Incident Protective Actions

In this class, the participant will learn about the protective actions that he/she can take to protect themselves and the public when responding to a WMD/HAZMAT incident.

## Terrorism Prevention

Classes within this area provide law enforcement officers with additional knowledge, skills, and abilities to assist in the detection, identification, prevention, and response to terror related activities.

### Terrorism 1: Law Enforcement

Officers are the first line of defense in protecting our communities. In this class, the participant will learn about terrorism, terrorists and how they operate, and terrorism groups, both international and domestic, that operate within the U.S.



### Terrorism 2: Law Enforcement

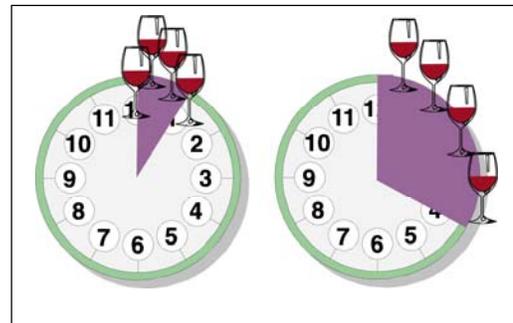
This class addresses the role of officers in identifying potential terrorist activities occurring within their community. In this class, the participant will learn to recognize terrorist vulnerabilities that will assist him/her in identifying possible terrorist activity, assess their community for potential terrorist targets, identify signs of possible terrorist involvement, actively engage their community's eyes/ears to note unusual activity that may indicate terrorist activity, and observe and accurately report possible terrorist activities.

## Drug and Alcohol Issues

Substance abuse and related issues are some of the major problems facing communities today. The classes within this area will help agency personnel prepare to participate in programs and partnerships aimed at mitigating the harmful effects of substance abuse and trafficking issues.

### Effects of Alcohol

Officers frequently encounter people who are either intoxicated or otherwise affected by drinking alcohol. By completing this class, the learner will be able to: identify behavior, mood and judgment changes observed at varying blood alcohol levels; list the physical, situational, and alcohol-related factors that affect the level of alcohol intoxication.



### Drug Recognition and Impairment I (2016)

The purpose of this series is to improve the learner's ability to recognize suspects who may be medically-impaired or under the influence of drugs other than alcohol and to take appropriate action when they encounter such suspects. Upon successful completion of this class, the officer will be able to: name the major categories of drugs; describe in approximate, quantitative terms the incidence of drug involvement in motor vehicle crashes and OUI enforcement; and list the methods in which each drug category is used.

## Drug Recognition and Impairment II (2016)

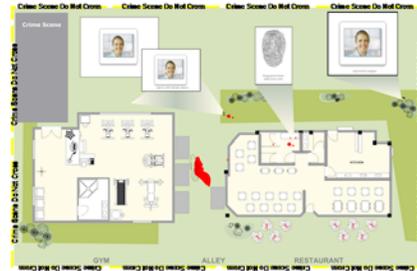
The purpose of this series is to improve the learner's ability to recognize suspects who may be medically-impaired or under the influence of drugs other than alcohol and to take appropriate action when they encounter such suspects. Upon successful completion of this class, the officer will be able to: identify each drug category (CNS Depressants, CNS Stimulants, Hallucinogens, Dissociative Anesthetics, Narcotic Analgesics, Inhalants, Cannabis); name common drugs/substances in the category, describe observable signs in a suspect that uses drugs/substances in this category, and describe medical conditions and other situations that can produce similar signs; describe appropriate procedures for dealing with drug-impaired or medically-impaired suspects; and describe the process and conditions under which an officer should contact a DRE to conduct a drug evaluation.

## Violent Crime and Firearms

Interrupting the cycle of violent crime is a major objective of the law enforcement community and allied practitioners. The classes within this area provide a basic understanding of some of the major violent crime issues facing our communities and outline strategies and methods for preventing and addressing these events.

### Understanding Sexual Assault Issues (2016)

This class will explain socialized attitudes, beliefs, and practices that contribute to a culture in which sexual assault occurs. This class describes the span of victims and the myths that surround sexual assault victims. The impact of these beliefs affects the way that sexual assault victims and officers interact.



### Responding to Sexual Assault Calls (2016)

This class explains more about the impact of sexual assault on the victim, how officer behavior can impact sexual assault victims either positively or negatively, how to respond to sexual assault calls, and the importance of obtaining resources to assist both the officer and the victim.

### On the Scene of Sexual Assaults (2016)

This class addresses how officers should identify and secure the crime scene, how to conduct a preliminary interview with the victim, how to identify and locate the suspect, issues related to special investigative techniques, and the importance of understanding each of the Sexual Assault Response Team roles.

### Introduction to Domestic Violence: Part I (2016)

This class is an introduction to domestic violence. Students will learn about the prevalence of domestic violence, the dynamics of abuse, the various types of victims of domestic violence, and the resources that may be available to help counter the impact of such incidents on the victims, their family, and the community.

## **Introduction to Domestic Violence: Part II (2016)**

This class continues the introduction to domestic violence. Students will learn about the most current issues of domestic violence such as stalking, the misuse of technology to support domestic violence related activities, response methods and practices for domestic violence incidents, and “Protection From Abuse” orders.

## **Identification of Predominant Aggressor in DV Cases (2016)**

Inappropriate dual arrests in domestic violence calls have occurred in the past and continue to occur, often re-victimizing the victims of domestic violence. Many times, victims of domestic violence are in fear of imminent bodily injury and they defend themselves either by striking first or by fighting back. Many times there are injuries to both parties. It is the goal of this training that officers learn how to properly identify who is the Predominant Aggressor and arrest that person.

## **Predominant Aggressor Analysis (2016)**

This class introduces a decision tree used as a tool to analyze domestic violence calls in order to identify the predominant aggressor and make appropriate arrests. Upon successful completion of this class, the participant will be able to use the decision tree tool to identify who is the predominant aggressor at domestic violence calls and make appropriate arrests at domestic violence calls.

## **Domestic Violence and Children (2016)**

This class discusses children in relation to domestic violence, starting with how children are affected according to their age, the ways that officers can provide security to them in volatile situations, how children can be affected by PTSD, and tactics to employ at a domestic violence scene that help to reduce the impact of domestic violence on a child.

## **Investigative Interviewing: An Overview (2016)**

The purpose of this training is to provide officers, both new as well as experienced, with information on proper procedures to conduct investigative interviews with victims, witnesses and suspects. Upon successful completion of this class, the officer will be able to: identify the importance of using good investigative interview techniques; identify three criteria for a good interviewer; list the six steps in interview planning; list the five phases of a proper interview and choose the appropriate questioning technique to elicit the most information.

## **Investigative Interviewing: Sexual Assault Investigations (2016)**

This class will provide officers, both new as well as experienced, with information on proper procedures to conduct investigative interviews with victims, witnesses and suspects involved in sexual assaults. Upon successful completion of this class, the officer will be able to: identify the value of good investigative interviewing during the investigation of sexual assault crimes; identify appropriate techniques to interview with the victim of sexual assault; identify appropriate techniques to interview with a witness to sexual assault; and identify appropriate techniques to interview of a suspected sexual assault perpetrator.

## Animal Cruelty and Domestic Violence (2016)

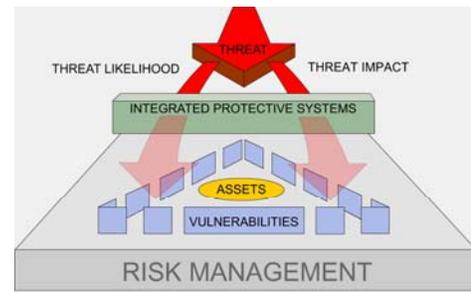
This class will provide officers, both new and experienced, with information about the connection between animal cruelty and family violence, and the resources available to make appropriate referrals. Upon successful completion of this class, the officer will be able to: identify how the role of pets in the family impacts the animal cruelty and human violence connection; identify the links between criminal behavior and animal cruelty; identify the importance of animal cruelty to an assessment of family violence; identify the connection between animal cruelty and family violence involving children, partners, and elders and be able to utilize formal and informal state-wide and local resources to respond to animal cruelty and family violence calls.

## Security Concepts

This series of classes covering security concepts will enhance an officer's knowledge, skills, and abilities in security matters.

### The Security Planning Process

This class is an overview of the Security Planning Process. Completing this class will increase the learner's knowledge about the relationship between identifying assets, identifying threats, asset vulnerability, risk assessment and risk management.



### Integrated Protective Systems

This class focuses on how an effective security planning process results in strong and effective integrated protective systems. Upon successful completion of this class, an officer will be able to: identify the four objectives of effective security planning; understand the relationship between the components of the integrated protective systems and the security objectives; discuss the intangible aspects of an integrated protective system; identify required levels of coordinated response to a variety of incidents; and define the relationship between risk management and an effective, integrated, protective system.

### Physical Security 1

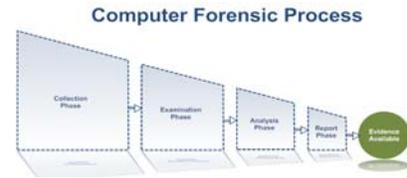
This class is an introduction to physical security measures including barriers, fencing, lighting, intrusion detection systems, and locks.

### Physical Security 2

Physical Security 2 describes a number of access control security measures including authorized entry and recognition, contraband control, electronic access, identification, biometric, and CCTV, as well as information technology security measures.

## Specific Crimes and Victims

Officers encounter a host of individuals who may be specifically targeted for crime because of special conditions or needs. Classes within this series provide responders with a greater level of awareness of the issues and circumstances where specific crimes and special needs victims are involved.



### Awareness of Cultural Diversity

The goal of this class is for officers to understand the positive personal, professional and community benefits that result from awareness of cultural diversity.

### Policing Culturally Diverse Communities

This class will briefly cover a number of cultural groups using the cultural context framework introduced in "Awareness of Cultural Diversity." It will also outline the personal, professional, or organizational benefits of valuing diversity within the community and law enforcement organizations.

### Introduction to Homelessness (2016)

This class will familiarize the learner with the degree of homelessness and help the learner to understand the cause of victimization of people who are homeless. Upon successful completion of this class, the officer will be able to: identify the structural, personal and other factors that cause homelessness; identify the indignities suffered by homeless persons; and identify the type of offenders that victimize homeless persons.

### Law Enforcement Contact with the Homeless (2016)

This class will address the proper investigation of crimes against the homeless and identify community resources that are available to assist homeless persons. Upon successful completion of this class, the officer will be able to: identify reasons why homeless persons are reluctant to report their criminal victimization to law enforcement; identify strategies used in successful investigations of crimes against the homeless; identify indicators of bias motivated crimes; and identify proper techniques to be used in interviewing homeless victims of crime.

### Elder Abuse: The Hidden Crime

The goal of this class is to familiarize the officer with the extent and scope of elder abuse in the U.S. Upon successful completion of this class, the officer will be able to: define elder abuse, neglect and financial exploitation; recognize the scope of elder abuse in the United States; identify the risk factors contributing to elder abuse; explain the reluctance or inability of the older victim to report their criminal victimization to law enforcement; develop a working knowledge of the role of professionals to report suspected elder abuse; and list community resources available to help officers in investigating and prosecuting elder abuse.

### Financial or Material Exploitation of Elders

This class is an overview about financial or material exploitation of elders. Upon completion of this class, officers will be able to: discuss the reasons that seniors are targeted; identify who targets to exploit, fraud or con; list indicators of financial exploitation or abuses; identify barriers that prevent seniors from

reporting these crimes; identify approaches to prevent financial abuse; and list resources that assist seniors who are victims or potential victims of financial exploitation or abuse.

### **An Overview of the ADA for Law Enforcement**

This class offers common sense suggestions to assist law enforcement agencies in complying with the ADA. Upon successful completion of this topic, the officer will be able to: identify who is protected by the American Disabilities Act; demonstrate sensitive strategies when interacting with people who have disabilities; list the impact of ADA upon architectural access for persons with disabilities; and use state and federal resources to learn more about ADA.

### **Police Response to People with Disabilities**

This class offers common sense suggestions about how to interact effectively with people with disabilities. Upon successful completion of this topic, the learner will be able to: identify appropriate communication strategies with people with motor disabilities, mental illness, mental retardation, seizure disorders, and speech, hearing and sight impairments; demonstrate sensitive strategies when interacting with people who have disabilities; and identify safe, effective responses to people with each type of disability.

### **Computer Crime Basics (2016)**

This class examines some of the basic issues surrounding the investigation of computer-related crimes and the search for and seizure of electronic evidence. Upon successful completion of this topic, the learner will be able to: recognize the growing scope of computer crimes and the increased potential for electronic evidence at crime scenes; identify the steps involved in the Computer Forensic Process; list factors that must be considered prior to a search for electronic evidence; recognize important activities to be accomplished at an electronic crime scene; develop a working knowledge of the methods used in seizing and preserving sources of electronic evidence; and identify investigative techniques that may aid in the recovery of electronic evidence.

### **Sources of Electronic Evidence (2016)**

This class examines some of the types and sources of electronic evidence that may be found at an electronic crime scene. Upon successful completion of this topic, the learner will be able to: recognize the major components of a computer system; identify the major devices that are found with a computer local area network; and recognize a host of modern devices that may contain electronic evidence of criminal activities.

### **Crime Scene Investigation (2016)**

This class is an overview of the basics of crime scene investigation. Its emphasis is on securing and managing the scene, and the steps necessary to preserve evidence and document the scene. After completion of this class, the learner will be able to: identify the responsibilities of the first responder at the scene; explain the importance and methods of documenting the scene; explain the importance of knowing when and where the photographing of evidence is needed; list equipment needed for photographing of evidence; and explain the importance of a scene diagram.

## **Evidence Collection (2016)**

This class is an overview of the basics of evidence collection and preservation. Its emphasis is on types of physical evidence, the importance of properly collecting and preserving evidence, documenting and securing an evidentiary chain of custody, and ultimately the return of evidence to the proper owner.

After completion of this class, the learner will be able to: identify common evidence collection terms and definitions; list materials and procedures used in the packaging of evidence; list techniques used in the collection and packaging of biological materials; list techniques used in the collection and packaging of trace materials; list techniques used in the collection and packaging of impression evidence; list techniques used in the collection and packaging of firearms evidence; and explain the importance of chain of custody of evidence.

## **Awareness of Autism and Other Developmental Disabilities**

This class is an overview of autism and other developmental disorders and how they impact a person's communication and social interactions. Upon successful completion of this class, the officer will be able to: define a developmental disability; identify common disorders on the Autism Spectrum; identify common characteristics of autism; identify social issues impacted by autism; and list three behaviors that may be identified in a person with an autism disorder.

## **Law Enforcement Officer Interactions with Persons Who Have Autism**

This class is about the common interactions that an officer can expect to have with those who have autism and other developmental disorders. Upon successful completion of this class, the officer will be able to: identify the common interactions that law enforcement officers are likely to encounter; identify how to safely deal with individuals who have autism and other developmental disorders; understand the importance of working with family members and other care givers to maximize safe and effective interactions; and identify how to work with the family, other caregivers and the community for proactive responses to persons who have autism and other developmental disabilities.

## **Awareness of Human Trafficking**

This class is an overview of the problem of human trafficking in the United States. Its emphasis is on understanding the scope of the problem and the legal framework in place to help address it. After completion of this class, the learner will be able to: describe the problem of Human Trafficking; detail the scope of the problem; identify the characteristics of traffickers; detail the roles of various organizations in human trafficking investigations; and discuss the relevant federal law in place to assist trafficking victims.

## **Responding to Human Trafficking**

This class is an overview of the basics of law enforcement response to human trafficking situations. Its emphasis is on adopting a victim-centered approach to achieve successful conclusions in trafficking cases, to include victim rescue and care and trafficker prosecution. After completion of this class, the learner will be able to: identify investigative considerations in a human trafficking case; detail the information requirements for successful interventions and investigations; detail the methods by which traffickers are identified; discuss the victim issues that such cases entail; and identify strategies for interviewing victims.

## **Crisis Conflict Management**

This course introduces students to general crisis intervention. Officers must be prepared to initiate effective crisis intervention techniques to maintain control of crisis conflict situations and minimize danger to all persons. Students will learn a variety of skills to calm and control highly emotional individuals, and to defuse crisis conflict situations, in order to gather needed information under difficult circumstances and to take appropriate actions.

## **Sovereign Citizens – Part 1**

This class introduces officers to the problem presented by those who are members of the sovereign citizen movement, a loosely organized collection of groups and individuals who have adopted an anarchist ideology. While the vast majority of members of the sovereign citizen movement are not violent, some have adopted a more aggressive, combative style. In far too many instances, these extremists have confronted officers with tragic consequences.

## **Sovereign Citizens – Part 2**

This class continues to introduce officers to the problem presented by those who are members of the sovereign citizen movement, a loosely organized collection of groups and individuals who have adopted an anarchist ideology.

## **Introduction to Gangs – Part 1**

This is the first of two classes intended to provide a basic introduction to gangs and gang-related criminal activity and violence. This first class is intended to provide an overview of gang-related issues.

## **Introduction to Gangs – Part 2**

This is the second of two classes intended to provide a basic introduction to gangs and gang-related criminal activity and violence. This class will examine Street Gangs, Prison Gangs and Outlaw Motorcycle Gangs (OMGs) and the specific gang affiliations within each type.

## **Awareness of Transgender Issues**

This class introduces officers to the concepts and dynamics of serving transgender individuals within our communities. It addresses a critical need that many officers have to understand and cope with situations where gender diversity is present and may be the underlying issue in a matter demanding the officers' involvement for peaceful resolution or enforcement action.

## **Basic Concepts**

Officers are required to understand a host of foundation materials necessary to accomplish their jobs. Classes within this series provide officers with the opportunity to refresh their knowledge, skills, and abilities concerning these fundamental capability requirements.

## **Community Policing**

This class will describe the elements essential to creating a constructive climate for law enforcement and citizen interaction, and provide exposure to a range of current applications of community policing concepts. Upon successful completion of this class, the learner will be able to: identify historic

contributions to the development of community policing; list three core elements of community policing; identify specific important community partners; and identify ways in which community policing complements traditional policing.

## **Report Writing**

The primary purpose of this online training class is to provide officers with an understanding of the fundamental principles of effective and professional reporting. At the end of this unit of instruction, the student will be able to accomplish the following: identify the uses for and potential readers of reports; identify factors determining when it is necessary to record field notes based on the nature of the complaint or situation; identify the proper method of recording field notes; identify the elements of effective and professional reports; identify proper content and sequence of information for reports; and identify the need to edit and proofread reports.

## **Emotional Wellness: Understanding Stress, Trauma, and PTSD**

People who choose law enforcement as a profession will likely encounter high stress situations. This online training focuses students on the psychological elements causing stress, trauma, and Post Traumatic Stress Disorder (PTSD); identifying responses to various stressful situations, and the importance of strategies to maintain occupational, intellectual, spiritual and emotional wellness. At the end of this unit of instruction, the student will be able to accomplish the following: identify stress as both a physical and mental reaction to threat; identify physical and mental stress reactions that may have long-term negative effects; recognize signs and symptoms of stress overload in officers and others; identify common life and work factors that could lead to officers experiencing stress overload; identify the consequences of unresolved stress overload; identify the causes of emotional trauma; and recognize the symptoms of trauma and Post Traumatic Stress Disorder.

## **Emotional Wellness: Managing Stress, Trauma, and PTSD**

People who choose law enforcement as a profession will likely encounter high stress situations. This online training continues to focus students on the psychological elements causing stress, trauma, and Post Traumatic Stress Disorder (PTSD); identifying responses to various stressful situations; managing stress; and the importance of strategies to maintain occupational, intellectual, spiritual and emotional wellness. At the end of this unit of instruction, the student will be able to accomplish the following: identify how to manage stress in the moment; identify major skills to manage stress; identify strategies for recovering from Post Traumatic Stress Disorder; define occupational wellness and strategies that improve occupational wellness; define intellectual wellness and strategies that improve intellectual wellness; define spiritual wellness and strategies that improve spiritual wellness; define emotional wellness and strategies that improve emotional wellness; and identify cynicism as a common reaction of officers that can be prevented by focusing on wellness and remaining committed to ethical and professional standards of behavior.

## **Power, Authority, and Discretion**

The power of an officer as authorized by the Federal or State Constitution, statutes, or court decisions, is discretionary. In the course of their duties, officers regularly exercise discretion by making choices among a variety of possible actions. Through an online training format, this class emphasizes the boundaries of law enforcement discretion, guidelines for exercising it, and consequences for its inappropriate use. Officers must act within the authority granted to them by the Federal and State

Constitutions, statutes, and court decisions. Officers must also act within their agency policies and the ethical and professional standards of law enforcement.

### **Career Survival: Positive Ways to be Successful**

This class will provide officers with vital information that will enable them to successfully integrate into the law enforcement profession and have a successful career. Upon successful completion of this class, the officer will be able to: define the difference between tactical and career survival; construct an individual strategic plan for professional career survival; construct a personal mission statement; define the term ethics; identify two key elements that lead to police corruption; accurately identify acceptable and unacceptable police interaction with the public; and identify the attributes of a loyal and successful officer.

### **Career Survival: Professional Policing and the Public**

This class will use several video based vignettes to demonstrate possible interactions with members of the public. Upon successful completion of this class, the officer will be able to accurately identify acceptable and unacceptable police interaction with the public in a variety of situations and circumstances.

### **Career Survival: Overall Job Preparedness**

In this class, officers will learn about personal considerations for those who are committed to career survival, the concept of managing up, on-the-job survival techniques, attributes for field survival and overall job preparedness, and the issue of burnout. Upon successful completion of this class, the officer will be able to identify: certain practices that will promote career survival; the correlation between the concept of managing up and career survival; on-the-job survival techniques; attributes for field survival and overall job preparedness; and four step action plan to overcome burnout.

### **Social Media - Emerging Technologies**

This class is first in the social media series that discusses newer technologies and tips for using them wisely for communication. In addition, the class also explores some of the misuses of technology and ways to protect ourselves and our children in this technological age.

### **Social Media - Implications for Law Enforcement**

This class is second in the social media series. It discusses implications for law enforcement when using social media - the advantages, the disadvantages, and tips for using it as an investigatory tool. In addition, the class also explores social media strategy and policy development, as well as officer internet safety.