



Peace Officer Standards and Training

Instructional Subject: *Abuse of Older Persons*

Unit Goal: To equip the student with basic awareness and skills for effectively responding to, and investigating of, victims of older abuse, neglect, isolation, abandonment, and exploitation.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X		X	X
X	X		X	X
X	X		X	X
X	X		X	X

Performance Objectives: Upon completion the student will be able to

- A. State the elements which constitute older abuse in the state of Nevada (NRS 200.5092), to include:
 1. The age constituting an older person
 2. Abuse
 3. Exploitation
 4. Isolation
 5. Neglect
 6. Abandonment
- B. Describe the signs and symptoms of older abuse
- C. Articulate who is mandated to report older abuse per NRS 200.5093, including:
 1. The time frame the report must occur within
- D. State who is immune for civil or criminal liability when making such reports of older abuse per NRS 200.5096



Peace Officer Standards and Training

Instructional Subject: *Training Concerning Active Assailants*

Unit Goal: To provide a basic understanding of responding to active assailants.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X

Performance Objectives: Upon completion the student will be able to

- A. Define active assailant**
 - B. Explain how past active assailant incidents led to current law enforcement policies regarding active assailant response**
 - C. Describe characteristics of an active assailant**
 - D. Describe the difference between an active assailant and barricade/hostage situations and how the deployments for each differs**
 - E. Discuss the importance of law enforcement officers never being off duty, to include:**
 - 1. Tactical considerations for off-duty/plainclothes officers during active assailant incidents**
 - F. Express the primary objective of response to an active assailant**
 - G. Describe and demonstrate types of responses, to include:**
 - 1. Team movement**
 - a. Team positions and responsibilities**
 - 2. Entry techniques**
 - a. Solo officer**
 - b. Team entry**
 - 3. Approaches**
 - a. “Bounding over-watch” technique**
 - 4. Stairwells**
 - H. Indicate when to cease active assailant deployment and switch to building clearing**
 - I. Describe the role and function EMS plays in response to an active assailant**
 - J. Discuss when an officer rescue may need to be performed**



Peace Officer Standards and Training

Instructional Subject: *Basic Patrol Procedures*

Unit Goal: The student will become proficient in the knowledge and application of uniform patrol functions.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X				
X				
X		X		
X		X		
X		X		
X		X		
X		X		
X		X		
X		X		
X		X		
X		X		
X		X		
X		X		
X		X		
X		X		

Performance Objectives: Upon completion the student will be able to

- A. Discuss patrol strategies officers may employ to provide protection and service within their assigned areas of patrol, to include:
 1. Preventative
 2. Directed enforcement
- B. Discuss considerations for selecting a patrol strategy
- C. Distinguish between the roles and responsibilities of contact and cover officers
- D. Describe patrol officer responsibilities when preparing for each patrol assignment, to include:
 1. Checking all personal, department issued and vehicle equipment
 2. Acquiring any necessary information and materials/supplies
 3. Mental preparation
- E. Discuss tactical considerations and guidelines for patrolling effectively, to include:
 1. Determining appropriate speed
 2. Patrol vehicle placement
 3. Avoiding silhouetting and telltale noise
- F. Demonstrate proper procedures for transmitting and receiving a radio communication
- G. Discuss information an officer should include when generating a crime broadcast
- H. Select appropriate actions for peace officers who are conducting security checks
- I. Select appropriate actions when encountering a plainclothes/undercover officer while on patrol
- J. Discuss safe and effective tactics for initiating a foot pursuit of a fleeing subject



Peace Officers Standards and Training

Instructional Subject: *Care of Persons in Custody*

Unit Goal: To provide the student with the basic principles of the correct handling of persons while they are in law enforcement custody, ensuring the safety of the officer and the person in custody.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X		
X	X	X		
X	X	X		
X	X	X		
X	X	X		

Performance Objectives: Upon completion the student will be able to

- A. Recognize the general responsibilities an officer has for the care and custody of a person stopped, detained, arrested or housed
- B. Discuss the procedures for transporting persons in custody
- C. State the importance of searching regarding transports, to include:
 1. Vehicle
 2. Arrestee
- D. Describe common characteristics of positional asphyxia
- E. Identify the exceptions to NRS 171.153 Right of person arrested to make telephone calls.



Peace Officer Standards and Training

Instructional Subject: *Child Abuse and Sexual Abuse of a Child (NRS Chapters 200, 432)*

Unit Goal: The student will become proficient in the knowledge and application of NRS Chapters 200 and 432 with regards to responsibilities, investigation and the role of Child Protective Services in child abuse and child sexual abuse.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X			X
X	X		X	X
X	X		X	X
X	X			X
X	X			X
X	X			X

Performance Objectives: Upon completion the student will be able to

- A. Explain the crime elements required to arrest for the following:
 1. Child harm, injury, or endangerment
 2. Physical abuse of a child
 3. Lewd or lascivious acts with a child
 4. Annoying or molesting children
 5. Possession of child pornography
 6. Unlawful sexual intercourse
 7. Loitering about schools or public places where children congregate
- B. Recognize the specific child abuse reporting requirements, to include:
 1. Category of professional occupations required to report
- C. State a peace officer's responsibility for maintaining the confidentiality of the reporting party
- D. Recognize the exigent circumstances that could lead to forced entry of a location and/or removal of a child from the location
- E. State the statutory definition of child abuse
- F. Discuss physical and behavioral indicators of the following:
 1. Physical child abuse
 2. Physical neglect of a child
 3. Mental suffering
 4. Sexual child abuse



Peace Officer Standards and Training

Instructional Subject: *Child Abuse and Sexual Abuse of a Child Continued*

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X			X

G. Recognize the crime classifications as a misdemeanor, gross misdemeanor or felony



Peace Officer Standards and Training

Instructional Subject: *Civil Liability*

Unit Goal: To provide the student with a basic awareness of the authority conferred upon them, and of the special responsibilities and potential civil liabilities of a peace officer.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X

Performance Objectives: Upon completion the student will be able to

A. Define the following terms:

1. Liability
2. Vicarious liability
3. Negligence
4. Gross negligence
5. Intentional action
6. Indemnify
 - a. List the four exceptions that invalidate indemnification (NRS 41.0349)

B. Identify the basis of liability for:

1. Excessive use of force
2. Illegal search and seizure

C. State the burden of proof, to include:

1. Civil law
2. Criminal law

D. List the number of days the officer has to request an official attorney after being served notice of a summons or complaint (NRS 41.0339)

E. Recognize who is protected under the Civil Rights Act of 1964



Peace Officer Standards and Training

Instructional Subject: *Classification and Receiving of Offenders*

Unit Goal: To provide a working knowledge of inmate classification and receiving.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X		X
X	X	X		X
X	X	X		X

Performance Objectives: Upon completion the student will be able to

- A. Define "classification"
- B. Discuss categories of inmates
 - 1. Male and female
 - 2. Juveniles
 - 3. Administrative segregation
 - 4. Protective custody
 - 5. Medical/handicap and mental classification
- C. Identify security classifications of inmates to include:
 - 1. Crimes committed
 - 2. Known or stated affiliations
 - 3. Escape risk
 - 4. Violent or aggressive



Peace Officer Standards and Training

Instructional Subject: *Community Policing*

Unit Goal: To provide the student with the necessary skills to build effective community policing.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X				
X				
X				
X			X	

Performance Objectives: Upon completion the student will be able to

A. Define the following:

1. Traditional/incident-driven policing
2. Problem-oriented policing (POP)
 - i. Explain the four steps of the S.A.R.A. problem-solving model
 - a. Compstat
 3. Intelligence led policing (ILP)
 4. Community-oriented policing (COP)

B. Describe the differences between the traditional aspects of policing and community-oriented policing

C. Discuss community policing goals, to include:

1. Reducing/preventing crime
2. Reducing the fear of crime
3. Improving the quality of life
4. Increasing community:
 - i. Awareness
 - ii. Involvement
 - iii. Ownership

D. Summarize peace officer responsibilities in the community, to include

1. Maintaining order
2. Enforcing the law
3. Preventing crime



Peace Officer Standards and Training

Instructional Subject: Community Policing Continued

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X				
X		X		
X		X		
X		X		

4. Delivering service
 5. Educating and learning from the community
 6. Working with the community to solve problems
- E. Differentiate between proactive and reactive policing
- F. Discuss community expectations of peace officers
- G. Recognize peace officers' responsibilities to enforce the law, to include:
1. Adhering to all levels of the law
 2. Fair and impartial enforcement
 3. Knowing the patrol beat or area of responsibility
- H. Discuss the importance of partnering with community organizations, to include:
1. Defining community partnership
 2. Identifying resources within the community
 3. Opportunities to educate and to learn from the community



Peace Officer Standards and Training

Instructional Subject: *Constitutional Law*

Unit Goal: To equip the student with the knowledge, understanding, and application of the United States Constitution and the Bill of Rights in relation to the Constitution of the State and the constitutional rights of persons suspected or accused of a crime.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X		X	X
X	X		X	X
X	X		X	X
X	X		X	X

Performance Objectives: Upon completion the student will be able to

A. Identify the purpose of the:

1. United States Constitution

2. Nevada Constitution

B. Discuss the Bill of Rights Amendments to include:

1. First Amendment

2. Second Amendment

3. Fourth Amendment

4. Fifth Amendment

5. Sixth Amendment

C. Analyze the components of the Fourteenth Amendment of the United States Constitution and compare their relationship to the Bill of Rights to include:

1. Citizenship

2. Privileges and immunities of citizens

3. Due process of law

4. Equal protection of the law

D. Explain the following in respect to a Miranda Warning:

1. Purpose of the Miranda Warning

2. Elements of the Miranda Warning

3. The two conditions that must exist for the Miranda Warning to apply (two-prong test)



Peace Officer Standards and Training

Instructional Subject: *Counter-terrorism and Weapons of Mass Destruction*

Unit Goal: To provide a basic awareness of chemical, biological, radiological and explosive hazards and how to reduce injuries or property loss.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity	
X	X			X	<p>Performance Objectives: Upon completion the student will be able to</p> <p>A. Define the following as found in Crimes and Criminal Procedure, Title 18-United States Code (U.S.C.):</p> <ol style="list-style-type: none">1. Terrorisms, to include:<ol style="list-style-type: none">i. Domestic terrorism2. Weapons of mass destruction
X	X			X	<p>B. Identify critical infrastructures and key resource (CIKR) sectors per the National Infrastructure Protection Plan (NIPP) and why terrorists would target them</p>
X	X	X	X	X	<p>C. Explain the RAIN acronym</p> <ol style="list-style-type: none">1. Recognize2. Avoid3. Isolate4. Notify
X	X	X	X	X	<p>D. Identify indicators of a possible chemical weapons incident, to include:</p> <ol style="list-style-type: none">1. Dead animals/birds/fish2. Lack of insect life3. Physical symptoms4. Mass casualties<ol style="list-style-type: none">i. Definite pattern of casualties5. Illness associated with confined geographic area6. Unusual liquid droplets7. Areas that look different in appearance



Peace Officer Standards and Training

Instructional Subject: *Counter-Terrorism and Weapons of Mass Destruction Continued*

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity	
					<ul style="list-style-type: none">8. Unexplained odors9. Low-lying clouds10. Unusual metal debris
X	X	X	X	X	<p>E. Identify indicators of a possible biological incident, to include:</p> <ul style="list-style-type: none">1. Unusual numbers, of sick or dying people or animals2. Unscheduled and unusual spray being disseminated3. Abandoned spray devices
X	X	X	X	X	<p>F. Identify indicators of a possible radiological incident, to include:</p> <ul style="list-style-type: none">1. Unusual numbers, of sick or dying people or animals2. Unusual metal debris3. Radiation symbols4. Heat emitting material5. Glowing material/particles
X	X	X	X	X	<p>G. Name the four basic components of an IED (acronym PIES) according to the Energetic Materials Research and Testing Center (EMRTC):</p> <ul style="list-style-type: none">1. Power supply2. Initiator3. Explosive either high or low4. Switches
X	X	X	X	X	<p>H. Define “secondary explosive device”</p>



Peace Officer Standards and Training

Instructional Subject: *Counter-Terrorism and Weapons of Mass Destruction Continued*

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X	X	X

- I. Identify law enforcement first responder roles, responsibilities and incident response priorities associated with responding to a critical incident, to include:**
- 1. Benefit of time, distance, and shielding**
 - 2. Life versus property**
 - 3. Crime scene protection**
 - 4. Preservation of evidence**



Peace Officer Standards and Training

Instructional Subject: *Courtroom Demeanor, including without limitation, the giving of Testimony*

Unit Goal: To ensure the student has the necessary skills to prepare and present courtroom testimony.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X		X	
X	X		X	
X	X		X	
X	X		X	
X	X		X	
X	X		X	
X	X		X	
X	X		X	

Performance Objectives: Upon completion the student will be able to

- A. State the primary purpose of testimony
- B. Identify the importance of a pre-trial meeting with the prosecutor
- C. Recognize the importance of reviewing notes and reports prior to court
- D. Discuss the importance of professional appearance, attitude and conduct when testifying
- E. Explain the necessity of objective, complete and truthful answering of testimony
- F. Identify the different procedures and hearings that an officer may testify in
- G. Discuss cross-examination tactics and effective responses
- H. Express the need to maintain professional prosecutor/peace officer relations



Peace Officer Standards and Training

Instructional Subject: *Crash Investigations*

Unit Goal: To provide students with the basic understanding of how to efficiently manage a traffic crash scene, ensuring their safety and the safety of others. The student will also determine the events and factors associated with the crash and recognize the importance of evidence available at the scene.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X				
X				
X				
X				
X				

Performance Objectives: Upon completion the student will be able to

- A. Identify the three main causes of traffic crashes
- B. Name the four reasons why traffic crashes are investigated:
 1. Criminal prosecution—NRS
 2. Civil liability
 3. Public service
 4. Improve traffic/vehicle safety
- C. Explain the elements of a traffic crash
- D. State the three “classifications” of a crash
- E. Discuss the thirteen steps in crash investigation, to include:
 1. Getting to the scene
 2. Establishing initial traffic control
 3. Checking for injuries and emergencies
 4. Completing traffic control, to include:
 - i. Defining “point intersection control” (PIC)
 - a. Purpose of PIC
 - b. Where PIC is commonly performed
 - c. Responsibilities of the officer performing PIC
 - d. Equipment used when performing PIC
 - e. Steps involved when entering an intersection
 - f. Maximum time a travel lane in any one direction should be allowed to flow



Peace Officer Standards and Training

Instructional Subject: *Crash Investigations Continued*

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X				

5. Locating drivers and witnesses, to include:
 - i. Describe techniques used in interviewing drivers/witnesses
6. Photographing the crash scene
7. Examining crash vehicles, to include:
 - i. Exterior and interior damage
 - ii. Significance of a vehicles lamps
8. Examining roadway/roadside marks and conditions, to include:
 - i. Different types of roadway defects
 - ii. Differences between short-lived evidence, temporary marks and permanent evidence
 - iii. Difference between light/heavy debris
 - iv. Identification and significance of vehicle fluids
 - v. Damage to roadside objects
 - vi. Wheel skid marks/tire prints and impressions
9. Clear the crash scene
10. Complete the investigation
11. Determine what happened
12. The enforcement action
13. Complete forms and reports

F. Discuss collision diagrams and sketches, to include:

1. Why diagrams and sketches are important
2. When it is necessary to complete a crash diagram vs. a field sketch



Peace Officer Standards and Training

Instructional Subject: *Crash Investigations Continued*

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X				

3. Information that should be included with the field sketch



Peace Officer Standards and Training

Instructional Subject: *Crimes Against Persons (NRS Chapter 200)*

Unit Goal: The student will gain a working knowledge of crimes against persons. The student will also be able to determine what type of crime has been committed and to correctly document the elements of the crime into a report.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X		X	X

Performance Objectives: Upon completion the student will be able to

- A. Discuss and recognize the elements required to arrest for the following subsections of NRS Chapter 200:
1. Homicide
 - i. Definition of murder, to include:
 - a. Degrees of murder
 - ii. Definition of malice (expressed and implied)
 - iii. Attempt to murder
 2. Manslaughter
 - i. Definition of manslaughter (voluntary and involuntary)
 3. Kidnapping
 - i. Definition of kidnapping to include:
 - a. Degrees of kidnapping
 4. Sexual assault and seduction
 - i. Definition of sexual assault and seduction
 - ii. Elements of penetration
 5. Robbery
 - i. Definition of robbery
 6. False imprisonment
 - i. Definition of false imprisonment
 7. Assault and battery
 - i. Definition of assault



Peace Officer Standards and Training

Instructional Subject: **Crimes Against Persons (NRS Chapter 200) Continued**

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X			X

ii. Definition of battery

- B. Recognize the classification of the subsection of crimes in NRS Chapter 200 as a misdemeanor, gross misdemeanor or felony



Peace Officer Standards and Training

Instructional Subject: *Crimes Against Property (NRS Chapter 205)*

Unit Goal: The student will gain a working knowledge of crimes against property. The student will also be able to determine what type of crime has been committed and to correctly document the elements of the crime into a report.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X		X	X

Performance Objectives: Upon completion the student will be able to

- A. Discuss and recognize the elements required to arrest for the following subsections of NRS Chapter 205:
1. Arson
 - i. Definition of arson, to include:
 - a. Degrees of arson
 2. Burglary; invasion of the home
 - i. Definition of burglary
 - a. Elements of possession of burglary tools
 - ii. Definition of invasion of the home
 3. Theft
 - i. Definition of theft, to include
 - a. Obtaining money or property under false pretenses
 - b. Penalties based on amount of theft
 - c. Concept of aggregation for determining amount involved in a particular theft
 4. Larceny
 - i. Definition of grand larceny
 - a. Elements of grand larceny of a firearm
 - b. Element of grand larceny of a motor vehicle
 - ii. Elements of petit larceny
 - iii. Elements of larceny from the person



Peace Officer Standards and Training

Instructional Subject: **Crimes Against Property (NRS Chapter 205) Continued**

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity

- 5. Motor vehicles**
 - i. Elements of and to include:
 - a. Unlawful taking of a motor vehicle
 - b. Elements of a stolen motor vehicle
 - c. Elements of tampering with a motor vehicle
- 6. Buying or receiving stolen goods**
 - i. Crimes involving possession or receiving of stolen property, general
 - ii. Elements of possession of a stolen firearm
- 7. Embezzlement**
 - i. Definition of embezzlement
- 8. Extortion**
 - i. Definition of extortion
- 9. Forgery**
 - i. Definition of forgery
 - ii. Elements of and to include:
 - a. Forgery
 - b. Issuing a check without sufficient funds
 - c. Possessing or receiving forged instruments or bills
- 10. Fraud and false personation**
 - i. Elements of and to include:
 - a. Obtaining money, property, rent or labor by false pretenses
 - b. Obtaining signature by false pretense



Peace Officer Standards and Training

Instructional Subject: **Crimes Against Property (NRS Chapter 205) Continued**

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity

- c. Defrauding proprietor of hotel, inn, restaurant, motel or similar establishment
- d. Personating another
- e. Preparation, transfer or use of false identification regarding person under 21 years of age

11. Unlawful acts regarding social security numbers

- i. Elements of posting or displaying social security number of another person

12. Unlawful acts regarding personal identifying information

- i. Definition of and to include:

- a. Artificial person
- b. Document
- c. Personal identifying information

- ii. Elements of and to include:

- a. Obtaining and using personal identifying of another person to harm or impersonate a person
- b. Obtaining, using, possessing or selling personal identifying information for unlawful purpose by public officer or public employee
- c. Possession or sale of a document or personal identifying information to establish false status or identity

13. Credit cards and debit cards

- i. Elements of and to include:

- a. Obtaining or possessing credit card or debit card, or identifying description of credit card, credit account or debit card without consent of cardholder



Peace Officer Standards and Training

Instructional Subject: **Crimes Against Property (NRS Chapter 205) Continued**

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity

- b. Sale or purchase of credit card or debit card, or identifying description of credit card, debit card or credit account
- c. Forgery of credit card or debit card; presumption from possession
- d. Unauthorized signing of credit card, debit card or related document with intent to defraud
- e. Fraudulent use of credit card or debit card, or identifying description of credit account or debit card; presumption of knowledge of revocation of credit card or debit card
- f. Possession, use of, accessing a Scanning Device with intent to Defraud



Peace Officer Standards and Training

Instructional Subject: *Crisis Intervention*

Unit Goal: To provide the student with basic awareness and skills necessary for effectively dealing with crisis situations.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X	X	
X	X	X	X	

Performance Objectives: Upon completion the student will be able to

- A. Describe emotional and physical reactions or behaviors that may be exhibited by people in various crisis situations
- B. Describe techniques officers can use to help diffuse a crisis situation



Peace Officer Standards and Training

Instructional Subject: *Cultural Awareness*

Unit Goal: To provide the knowledge, skills, and abilities, to interact with individuals from cultures other than your own.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X		X
X	X	X		X

Performance Objectives: Upon completion the student will be able to

A. Define the following:

1. Culture
2. Ethnic Group
3. Race
4. Stereotype
5. Bias
6. Prejudices

B. Describe positive officer behaviors during contacts with members of a different culture



Peace Officer Standards and Training

Instructional Subject: *Domestic Violence and Stalking (and aggravated stalking)*

Unit Goal: To develop an understanding of domestic violence and stalking crimes, the appropriate action to take, and the techniques for assisting victims.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X

Performance Objectives: Upon completion the student will be able to

- A. Summarize the definition of domestic violence (NRS 33.018)
- B. Identify the Impact of Domestic Violence to include;
 1. Victim and Batterer characteristics
 2. Effect on children
- C. Recognize the acts constituting domestic violence and their elements:
 1. Battery
 2. Assault, to include:
 - i. Sexual assault
 3. Purposeful or reckless course of conduct intended to harass
 - i. Burglary
 - ii. Home invasion
 4. False imprisonment
 5. Coercion
 6. Pandering
- D. State the factors required under NRS 171.137 to include;
 1. When an arrest is mandatory in a domestic violence crime and:
 2. The requirement to identify the primary aggressor and factors that help determine the primary aggressor



Peace Officer Standards and Training

Instructional Subject: *Domestic Violence and Stalking Continued*

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X

- E. Describe the necessary actions to take regarding a domestic violence scene, to include:
1. Scene security
 2. Various types of evidence often found
 3. documentation and collection of evidence
- F. Describe the necessary actions regarding a domestic violence investigation to include:
1. When a report is required (NRS 171.1227)
 2. When and what information must be provided to a victim of domestic violence (NRS 171.1225)
- G. Identify the presence of strangulation in domestic violence incidents
- H. Identify the elements of stalking, to include:
1. Aggravated stalking (NRS 200.575)
- I. Explain the investigative steps to be taken for stalking crimes, to include:
1. Identification of common evidence
 2. Documentation and collection of evidence
 3. Identifying the grounds for issuance of an anti-stalking order and enforcement of such
- J. Identify the elements of harassment (NRS 200.571)
- K. Indicate requirements of assistance for victims of domestic violence, to include:
1. Explaining the provisions of NRS 171.137
- L. Identify the grounds for and enforcement of a domestic violence protective order to include;
1. Time limitations
 2. Crime classification for a violation of the protective order



Peace Officer Standards and Training

Instructional Subject: *Domestic Violence and Stalking Continued*

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X		X

M. Recognize the crime classification for each crime that may result from a domestic violence incident as a misdemeanor, gross misdemeanor or a felony



Peace Officer Standards and Training

Instructional Subject: *DUI Detection and Standardized Field Sobriety Testing (SFST)*

Unit Goal: The student will become proficient in the use of Standardized Field Sobriety Testing, including administration, description and articulation of the SFST process.

Performance Objectives: Upon Completion the student will be able to

- A. Describe frequency of DUI violations and crashes
 - B. Define general deterrence
 - C. Describe the relationship between detection and general deterrence
 - D. Describe a brief history of alcohol
 - E. Identify common types of alcohol
 - F. Describe physiologic processes of alcohol absorption, distribution, and elimination
 - G. List the elements of DUI
 - H. State the provisions of the implied consent law
 - I. Define the relevance of chemical test evidence
 - J. Refer to precedents established through case law
 - K. List the three phases of detection
 - L. Define the tasks and key decision of each phase
 - M. Properly utilize uses of a standard note taking guide
 - N. Describe guidelines for effective testimony to include
 - 1. Conducting a thorough pre-trial review of all evidence and preparing for testimony
 - 2. Providing clear, accurate and descriptive direct testimony concerning drug influence evaluations
 - O. Identify typical cues of Detection Phase One
 - P. Describe the observed cues clearly and convincingly
 - Q. Identify typical cues of Detection Phase Two



Peace Officer Standards and Training

Instructional Subject: *DUI Detection and Standardized Field Sobriety Testing (SFST)*

- R. Describe the role of psychophysical and preliminary breath tests
 - S. Define and describe the concepts of divided attention and nystagmus
 - T. Discuss the advantages and limitations of preliminary breath testing
 - U. Discuss the arrest decision process
 - V. Discuss the development and validity of the research and the standardized elements, clues and interpretation of the three Standardized Field Sobriety Tests
 - W. Discuss types of nystagmus and their effects on the Horizontal Gaze Nystagmus test
 - X. Demonstrate proper administration of the three Standardized Field Sobriety Tests
 - Y. Recognize clues of the three SFST Tests
 - Z. Describe and record results of the three SFSTs on a standard note taking guide
 - AA. Discuss limiting factors of the three SFST
 - BB. Properly interpret the subject's performance
 - CC. Demonstrate proper use and maintenance of the SFST Field Arrest Log
 - DD. Discuss the importance of pretrial conferences and presentation of evidence in the DUI trial
 - EE. Discuss the importance of correct processing and report writing procedures in DUI arrests
 - FF. Discuss the correct sequence of DUI processing procedures
 - GG. Discuss the essential elements of the DUI arrest report
 - HH. Discuss the required information on a narrative arrest report
 - II. Successfully complete a narrative arrest report
 - JJ. Discuss the need for competent courtroom testimony
 - KK. Complete a written examination with a passing grade



Peace Officer Standards and Training

Instructional Subject: *Ethics in Law Enforcement*

Unit Goal: The student will be able to understand, adhere to and apply the ethical and moral behavior that is expected of peace officers in both their personal and professional life.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X

Performance Objectives: Upon completion the student will be able to

- A. Explain the following key terms:
 1. Ethics
 2. Professionalism
 3. Morals
 4. Integrity
- B. Summarize why the highest ethical and moral standards are necessary for law enforcement officers both on and off duty
- C. Discuss the standards of the Law Enforcement Code of Ethics
- D. Paraphrase the 11 articles of the Canon of Police Ethics
- E. Construct examples of gratuities and bribes
- F. Infer how immoral or unethical conduct by an officer adversely affects the officer in the performance of their official duties



Peace Officer Standards and Training

Instructional Subject: *Fire Safety and Use of Emergency Equipment*

Unit Goal: To provide students with a general knowledge of fires and fire safety within the correctional facility.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X		X
X	X	X		X
X	X	X		X
X	X	X		X
X	X	X		X

Performance Objectives: Upon completion the student will be able to

A. List four components of fire, to include:

1. Fuel
2. Oxygen
3. Heat
4. Chemical chain reaction

B. Describe reasons offenders start fires, to include:

1. Revenge
2. Anger
3. Attention
4. To see if they can get away with it

C. Identify the R.A.C.E. acronym

1. Rescue
2. Alarm
3. Contain
4. Extinguish/evacuate

D. State the most common cause of fire related deaths

E. Explain the importance of evacuation plans for correctional facilities



Peace Officer Standards and Training

Instructional Subject: *Games Offenders Play*

Unit Goal: To provide a working knowledge of the con games that offenders play.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X		X
X	X	X		X
		X		
X	X	X		X
X	X	X		X

Performance Objectives: Upon completion the student will be able to

A. Define the following:

1. Empathy, to include:
 - i. Jail officer empathy
2. Sympathy, to include:
 - i. Dangers of jail officer sympathy

B. Define psychological manipulation

C. Explain offender con game schemes, to include:

1. Defining a “set up” as it relates to a correctional setting
 2. “Set up” team members
 3. Detailing the steps of a “set up”
- D. State warning signs that an officer may be the target of an offender con game scheme
- E. Identify officer characteristics to prevent being lured into an offender con game scheme



Peace Officer Standards and Training

Instructional Subject: *Gangs and Cults*

Unit Goal: To provide students with a working knowledge of gangs and cults.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X		X
X	X	X		X
X	X	X		X
X	X	X		X

Performance Objectives: Upon completion the student will be able to

A. Identify the marking identifications of various gangs, to include:

1. Tattoos
2. Symbols
3. Tags

B. List identifiers that can be used to provide identification of gang members, to include:

1. Colors
2. Hand or body gestures

C. State reasons why a prisoner might want gang affiliation

D. Explain reasons why gangs are formed



Peace Officer Standards and Training

Instructional Subject: *Handling Persons with Mental Illness*

Unit Goal: To provide the student with basic knowledge and skills for dealing with Persons in A Mental Health Crisis

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X	X	
X	X	X	X	
X	X	X	X	
X	X	X	X	
X	X	X	X	
X	X			
X	X			

Performance Objectives: Upon completion the student will be able to

- A. Identify commonly held attitudes and beliefs about people with mental illness or in a Mental Health Crisis
- B. State the intent of the Americans with Disabilities Act of 1990 as it refers to law enforcement
- C. Define "persons in a Mental Health Crisis" per NRS 433A.115
- D. Recognize differences between a Mental Health Crisis, developmental disability and neurologi-cal disorders
- E. Recognize behaviors of and ways to interact with people with mental illness, to include:
 1. Assessing unpredictable and dangerous behavior and maintain the safety of all people involved, to include:
 - i. Suicide
 - ii. Suicide by cop
 2. Gathering information so that appropriate dispositions may be chosen
- F. Identify the elements of the 72 hour hold concerning persons in a Mental Health Crisis (NRS 433A.150 and 160)



Peace Officer Standards and Training

Instructional Subject: *History and Principles of Law Enforcement*

Unit Goal: To provide the student with an understanding of the foundation of modern law enforcement.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X		X	
X	X		X	
X	X		X	

Performance Objectives: Upon completion the student will be able to

- A. Briefly describe the jurisdictional limitations of American Law enforcement
- B. Trace the English origins of American Law enforcement, to include:
 1. “Peel’s Principles”
- C. Discuss the early development of American Law enforcement, to include:
 1. The “father of modern law enforcement”
 2. Major developments that have occurred in American policing
 3. Structure of American policing



Peace Officer Standards and Training

Instructional Subject: *Interpersonal Communications*

Unit Goal: The student will be able to effectively and efficiently communicate, both verbally and nonverbally, with the public, co-workers, supervisors and family members.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X		
X	X	X		
X	X	X		
X	X	X		
X	X	X		
X	X	X		
X	X	X		

Performance Objectives: Upon completion the student will be able to

- A. Explain why understanding interpersonal communications is essential to effective policing
- B. Define the dynamics of interpersonal communications to include:
 1. Verbal communication
 2. Nonverbal communication to include:
 - i. Paralanguage
 - ii. Hearing vs. listening
 - iii. Nonverbal behavior
 - iv. Proxemics
- C. Identify cultural considerations with regards to interpersonal communications to include:
 1. Language
 2. Culture
 3. Ethnicity
 4. Body contact
- D. Articulate the components of the IMPACT model of interpersonal communications
- E. Discuss the components of “effective citizen contact” to include:
 1. CPR (courtesy, professionalism, and respect)
- F. Effectively apply their interpersonal communication skills through various role playing scenarios



Peace Officer Standards and Training

Instructional Subject: *Investigations of Crime Scenes, Collection and Preservation of Evidence and Fingerprinting*

Unit Goal: To equip the student with the correct practice, procedures and legal guidelines in the investigation of a crime scene, and the collection, handling and preservation of evidence.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X	X	
X	X	X		
X	X	X	X	
X	X	X		

Performance Objectives: Upon completion the student will be able to

A. Define the following:

1. Crime scene
2. Evidence

B. Describe the primary purpose of the following with regards to a crime scene:

1. Conducting an initial survey of a crime scene
2. Conducting a crime scene search
3. Taking crime scene photographs, to include:
 - i. Doing a crime scene diagram

4. Field notes, to include:

- i. What should be included in field notes

C. Identify survey/search methods used for identifying the location of evidence at a crime scene, to include:

1. Strip or lane search pattern
2. Grid search
3. Zone or sector search
4. Spiral or circular search

D. Discuss the following with regards to crime scene evidence:

1. Precautions to be taken prior to the collection and removal of evidence
2. Packaging and transmittal of evidence, to include proper handling of:
 - i. Biological fluids and stains



Peace Officer Standards and Training

Instructional Subject: *Investigations of Crime Scenes, Collection and Preservation of Evidence and Fingerprinting Continued*

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity

ii. Firearms

iii. Ammunition

iv. Hairs and fibers

v. Tool marks and tools

3. Definition of latent prints, to include:

- i. Items of evidence that may be dusted for latent fingerprints at a crime scene
- ii. Basic steps for developing latent fingerprints

4. Primary reason for establishing a chain of custody record for evidence, to include:

- i. The information that should be noted on a chain of custody record



Peace Officer Standards and Training

Instructional Subject: *Juvenile Law (NRS Chapter 62A, C, H)*

Unit Goal: The student will gain a working knowledge of Juvenile Law. The student will also be able to determine what type of crime has been committed and to correctly document the elements of the crime into a report.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X			X
X	X			X
X	X			X
X	X			X
X	X			X
X	X			X
X	X			X
X	X			X
X	X		X	X
X	X		X	X
X	X		X	X
X	X		X	X
X	X		X	X
X	X		X	X
X	X		X	X

Performance Objectives: Upon completion the student will be able to

- A. Explain a peace officer's responsibility for the safety of a juvenile
- B. Identify the conditions when admonishment of a juvenile's Miranda rights is or is not required
- C. Identify the conditions when a peace officer must obtain a waiver of a juvenile's rights
- D. Recognize the sources of peace officer authority to take a juvenile into temporary custody, to include:
 1. Child in need of supervision
 - E. Express the situations in which a juvenile can be taken into temporary custody due to habitual disobedience or truancy
 - F. Describe guidelines for preventing all contact between juveniles and adult prisoners within a facility
 - G. Describe the guidelines requiring the separation and segregation of dependent minors, status of offenders, and wards within a facility
 - H. Outline the circumstances when fingerprinting and photographing a juvenile is required
 - I. Recognize the crime elements of contributing to the delinquency of a minor
 - J. Recall, the elements of preparation, transfer or use of false identification regarding a person under 21 years of age (NRS 205)
 - K. Identify the elements of a violation of purchase or consumption of alcoholic beverages by a minor (NRS 202.020)
 - L. Name the elements for a minor trying to obtain intoxicating liquor (NRS 202.040)
 - M. Explain who may allow a minor to purchase intoxicating liquor (NRS 202.055)



Peace Officer Standards and Training

Instructional Subject: Juvenile Law (NRS Chapter 217) Continued

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X		X	X
X	X			X

N. Identify when a minor may use/possess a firearm (NRS 202.300)

O. Recognize the crime classification as a misdemeanor, gross misdemeanor, or a felony



Peace Officer Standards and Training

Instructional Subject: *Laws Governing Coroners (NRS Chapter 259)*

Unit Goal: The student will have a basic understanding of coroner law and its relationship to their duties and responsibilities.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X				
X				
X				
X				
X				
X				
X				
X				
X				

Performance Objectives: Upon completion the student will be able to

- A. Explain the jurisdictional authority over unattended, unnatural and unexpected deaths
- B. Recognize the duties of the public administrator as it relates to deaths
- C. Define the following:
 1. "Manner of death"
 2. "Cause of death"
 3. "SIDS"
 4. "SUID"
 5. "Postmortem"
- D. Explain when autopsies are warranted for:
 1. Criminal and civil proceedings
 2. Cause and manner of death determination
- E. State who is responsible for death determinations and subsequent investigation of unidentified remains
- F. Discuss the following:
 1. Who makes notification to the next of kin
 2. Who is responsible for the preservation of the property
- G. Identify the types of identification examinations of a dead body



Peace Officer Standards and Training

Instructional Subject: *Laws Related to Correctional Institutions*

Unit Goal: To provide a working knowledge of correctional institutional law, crime, crime classifications, related case law, and PREA regulations.

Performance Objectives: Upon completion the student will be able to

- A. Define the term “probable cause” as found in Black’s Law Dictionary
 - B. Define the term “crime” (NRS 193.120) to include:
 - 1. List the classifications of crime (NRS 193.120)
 - 2. Define Felony, Gross Misdemeanor, and Misdemeanor (NRS 193.130, 140, 150)
 - C. State the parties to crimes (NRS 195.010)
 - D. Explain the types of intent which may be involved in the commission of a crime
 - E. Identify the powers of a Category III Peace Officer granted under NRS 289.220
 - F. Describe the consequences to the officer for engaging in voluntary sexual contact with a person in custody (NRS 212.188)
 - G. Summarize the elements and penalties for a person furnishing weapons, facsimile of a weapon, intoxicant or controlled substance to state prisoner (NRS 212.160)
 - H. Identify the punishment for “providing intoxicants to prisoners” per NRS 212.170
 - I. Explain the classification of crime for an individual charged with unlawful communication with a prisoner (NRS 212.140)
 - J. State what action may be taken against a prisoner who refuses to work (NRS 211.150)
 - K. Identify the classification of crime for a charge of inhumanity to prisoners where:
 - 1. Substantial bodily harm occurs (NRS 212.020 1(a))
 - 2. No substantial bodily harm occurs (NRS 212.020 1 (b))
 - L. Identify the elements and penalties for the following:
 - 1. Battery committed by an inmate (NRS 200.481 (2(F/G)))
 - 2. Manufacture or possession by prisoner of items adapted, designed or commonly used to escape (NRS 212.093)



Peace Officer Standards and Training

Instructional Subject: *Laws Related to Correctional Institutions Continued*

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X		X

3. Aiding a prisoner to escape (NRS 212.100)
 4. Prohibition on furnishing portable telecommunications device to a prisoner and on possession of such devices in institution or facility of Department of Corrections (NRS 212.165)
 5. Possession or control of dangerous weapon or facsimile by incarcerated person (NRS 212.185)
- M. Define “prison rape” per Public Law 108-79 (Prison Rape Elimination Act of 2003)



Peace Officer Standards and Training

Instructional Subject: *Laws Relating to Arrest (NRS Chapter 171)*

Unit Goal: The student will gain a working knowledge of laws relating to arrest.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X		X	X
X	X		X	X
X	X		X	X
X	X		X	X
X	X			X

Performance Objectives: Upon completion the student will be able to

- A. Identify the statutes that govern the power of the peace officer to arrest
- B. Discuss the concept of “arrest” to include:
 - 1. Definition of arrest
 - 2. The elements of arrest
 - 3. When an arrest may be made (NRS 171.136)
 - 4. When an arrest may be made based on a misdemeanor warrant
 - 5. When a private person may arrest
 - 6. When an arrest may be made based upon probable cause to include:
 - i. Misdemeanor arrest rules
 - ii. Exceptions to misdemeanor arrest rules
- C. Describe the elements of execution of a warrant
- D. Explain the scope and authority of a tribal officer
- E. Restate the time limitations for a magistrate’s probable cause determination and initial appearance hearing



Peace Officer Standards and Training

Instructional Subject: **Laws Relating to Drugs, including, without limitation, current trends in drugs
(NRS Chapter 453)**

Unit Goal: The student will gain a working knowledge of laws relating to drugs and current trends in drugs.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity	
X	X	X	X	X	<p>Performance Objectives: Upon completion the student will be able to</p> <p>A. Recognize the category, common name(s), symptoms, physical properties and packaging of the following controlled substances, how the following substances are introduced into the body and general indicators of use:</p> <ol style="list-style-type: none">1. Stimulants2. Hallucinogens, to include:<ol style="list-style-type: none">i. Cannabisii. Inhalants3. Narcotic analgesics4. Depressants5. Dissociative anesthetics (phencyclidine) <p>B. Interpret the crime elements required to arrest for:</p> <ol style="list-style-type: none">1. Possession of drug paraphernalia2. Being under the influence of a controlled substance3. Possession of a controlled substance4. Possession of a controlled substance for sale5. Transporting/selling/furnishing, etc. of a controlled substance6. Cultivating or harvesting marijuana7. Manufacturing a controlled substance8. Possession of precursor chemicals for manufacturing <p>C. Identify the criteria needed for the seizure and forfeiture of property when a person is arrested for a violation of NRS 453.337 or 453.338</p>
X	X	X	X	X	
X	X	X	X	X	



Peace Officer Standards and Training

Instructional Subject: Laws Relating to Drugs, including, without limitation, current trends in drugs (NRS Chapter 453) Continued

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X	X	X
X	X	X	X	X

- D. Analyze the characteristics of, types of, and required safety precautions needed when securing a clandestine laboratory/illegal cannabis cultivation
- E. Recognize the crime classification as a misdemeanor, gross misdemeanor or felony



Peace Officer Standards and Training

Instructional Subject: *Lifetime Fitness*

Unit Goal: This instruction will assist the student in understanding the importance of making a life time commitment to staying fit and healthy.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X	X	
X	X	X	X	
X	X	X	X	

Performance Objectives: Upon completion the student will be able to

- A. Discuss the components of a personal physical fitness program, techniques for evaluating the components, and appropriate measures for improving an officer's performance within each of the components, to include:
 1. Cardiovascular
 - i. Aerobic
 - ii. Anaerobic
 2. Muscular
 - i. Strength
 - ii. Power
 - iii. Endurance
 3. Flexibility/stability/mobility
 4. Core
 5. Acceleration and agility
 6. Body composition vs. performance
 7. Recovery/active recovery
- B. Discuss the FITT Principles of Training
- C. Describe physical conditioning program components of a training session to include:
 1. Warmup
 2. Conditioning phase
 3. Cool down
 4. Recovery



Peace Officer Standards and Training

Instructional Subject: *Lifetime Fitness Continued*

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity	
X	X	X	X		D. Describe how to accomplish fitness goals using nutritional planning E. Discuss the role of supplementation and accomplishing fitness goals F. Discuss illnesses and injuries and the strategies of prevention for these illnesses and injuries commonly associated with law enforcement officers, to include: 1. Two types of training injuries and appropriate treatment for each i. Acute injuries ii. Chronic injuries
X	X	X	X		G. Explain the signs and symptoms of elevated stress levels to include: 1. Defining stress 2. Explaining the “fight or flight” response to the body’s preparation when threatened 3. Defining stressors and various situations that cause stress in law enforcement 4. Describing four methods of stress reduction 5. Summarizing common negative methods of stress reduction
X	X	X	X		H. Recognize that substance abuse is an inappropriate strategy for coping with physical and psychological stress
X	X	X	X		I. Describe the short term and long term effects of abusing: 1. Alcohol 2. Tobacco 3. Caffeine 4. Supplements/performance enhancing drugs 5. Prescription, nonprescription, and illegal drugs
X	X	X	X		J. Demonstrate the ability to meet or exceed the state physical fitness standards



Peace Officer Standards and Training

Instructional Subject: *Miscellaneous Crimes (NRS Chapters included: 179, 201, 202, 203, 207)*

Unit Goal: The student will gain a working knowledge of miscellaneous crimes. The student will also be able to determine what type of crime has been committed and to correctly document the elements of the crime into a report.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X		X	X
X	X		X	X

Performance Objectives: Upon completion the student will be able to

A. Define and recognize the requirements for the following subsections of NRS Chapter 179:

1. "Convicted person"
 - i. Requirement for a convicted person to register with a law enforcement agency
2. "Sex offender"
 - i. Requirement for sex offenders to register with a law enforcement agency

B. Discuss and recognize the elements required to arrest for the following crimes of the NRS:

1. Chapter 201
 - i. Crimes against "sexual acts in public"
 - ii. Making of "obscene phone calls"
2. Chapter 202
 - i. "Unlawful to keep a vicious dog"
 - ii. "Discharging a firearm in public"
 - iii. "Possession of dangerous weapon at school or college"
 - iv. "Possession and penalties for manufacture or disposition of short barreled rifle or shotgun"
 - a. Identify the statutory exceptions for possession, manufacture or disposition of a short barreled rifle or shotgun
3. Chapter 203
 - i. "Breach of peace"



Peace Officer Standards and Training

Instructional Subject: *Miscellaneous Crimes (NRS Chapters included: 179, 201, 202, 203, 207)Continued*

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity

4. Chapter 207:

- i. "False reporting of crimes"
- ii. "Trespass"



Peace Officer Standards and Training

Instructional Subject: *Modern Correctional Philosophy*

Unit Goal: To provide knowledge of modern correctional philosophy.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X		X
X	X	X		X
X	X	X		X
X	X	X		X
X	X	X		X

Performance Objectives: Upon completion the student will be able to

- A. Describe the prison philosophies throughout history
- B. Explain the expected roles of correction/detention officers, to include:
 - 1. Supervision of inmates
 - 2. Maintaining good order and the security of the facility
 - 3. Ensuring safety of staff, inmates, visitors, and volunteers
- C. Compare and contrast the concept of direct and indirect supervision facilities
- D. Identify alternatives to incarceration
- E. State the philosophies of the different areas of incarceration



Peace Officer Standards and Training

Instructional Subject: *National Crime Information Center*

Unit Goal: To provide the student with the available sources of information through NCIC.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X			
X	X			
X	X			
X	X			
X	X			
X	X			

Performance Objectives: Upon completion the student will be able to

- A. State the purpose of the National Crime Information Center (NCIC)
- B. List the information that is accessible from the National Crime Information Center
- C. Identify the Nevada Criminal Justice Information System (NCJIS)
- D. Summarize the information necessary for valid entry into NCIC and NCJIS
- E. Identify the CLETS, DMVI, the International Justice and Public Safety Network powered by NLETS
- F. Discuss the liabilities of misusing the information from NCIC/NCJIS



Peace Officer Standards and Training

Instructional Subject: *Operation of Emergency Vehicles*

Unit Goal: The student will develop a level of proficiency in the operation of emergency vehicles.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X				
X				
X				
X				
X				
X				
X				
X				

Performance Objectives: Upon completion the student will be able to

A. Explain the legal impact of the following cases:

1. Bisco v. Arlington County (7/1984)
2. Canton v. Harris (2/1989)
3. Brower v. Inyo (3/1989)
4. Sacramento v. Lewis (5/1998)
5. Scott v. Harris (4/2007)
6. Plumhoff v. Rickard (5/2014)

B. Discuss the elements of the following NRS Chapter:

1. 484B.550
2. 484B.700
3. 484B.267

C. Identify elements that influence how you drive, to include:

1. Attitude
2. Distraction
3. Environmental conditions
4. Vehicle condition

D. Identify the two most important elements of a vehicle, to include:

1. Tires
2. Brakes

D. Identify what a “wear bar” is and at what point they show up on a tire

E. State the appropriate pressure in a properly inflated tire



Peace Officer Standards and Training

Instructional Subject: *Operation of Emergency Vehicles Continued*

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X				
X				
X				
X				
X				
X				
X				

F. Describe common tire problems and the most common causes of tire failure, to include

1. Under-inflation
2. Age
3. Wear
4. Condition

H. Define the term rolling friction

I. Define the term brake fade

J. Cite the common causes of accidents, to include:

1. Distractions
2. Misuse of brakes
3. Misuse of steering

K. Identify the five principles of the Smith Professional Driving System to include:

1. Aim High In Steering
2. Get The Big Picture
3. Keep Your Eyes Moving
4. Leave Yourself An Out
5. Make Sure They See You

L . Identify the 3 axis of motion a vehicle has to include:

1. Pitch
2. Yaw
3. Roll



Peace Officer Standards and Training

Instructional Subject: *Operation of Emergency Vehicles Continued*

- M. Assess what happens to a vehicle and how it affects control under the following:**

 - 1. Acceleration**
 - 2. Braking**
 - 3. Steering**

N. Define the term over steer

O. Define the term under steer

P. Identify the two principles of:

 - 1. The safety line (outside-outside-inside)**
 - 2. The racing line (outside-inside-outside)**

Q. Explain the cornering principle preferred for safety

R. Define course apex

S. Identify when a vehicle does its most efficient braking

T. Define slack pursuit

U. Identify the physiological effects on a driver during a pursuit

 - 1. Identify what a driver can do to reduce the physiological effects**

V. State the importance of driving within your abilities

W. Identify proper pursuit position

X. Establish the guidelines for proper pursuit management

Y. Paraphrase the guidelines for terminating a pursuit



Peace Officer Standards and Training

Instructional Subject: *Operation of Emergency Vehicles Continued*

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X				
X				
X				
X				
X				
X				
X				
X				
X				

Z. Identify the techniques for managing road hazards

AA. Define “hydroplaning” and the factors that cause it

BB. Define the differences in proper recovery technique for:

- 1. Front blowout or high speed tire failure**
- 2. Rear blowout or high speed tire failure**

CC. Demonstrate proficiency in driving techniques to include:

- 1. Proper steering input**
- 2. Proper use of brakes**
- 3. Proper use of accelerator**
- 4. Proper cornering techniques**
- 5. Proper driving of road course**

DD. Demonstrate proficiency in skills exercises to include:

- 1. Backing exercise**
- 2. Perception and Reaction exercise**
- 3. Braking exercise**

EE. Demonstrate proficiency in pursuit techniques to include:

- 1. Proper pursuit position**
- 2. Proper pursuit assessment**
- 3. Proper pursuit management**



Peace Officer Standards and Training

Instructional Subject: *Principles of Investigation*

Unit Goal: To provide a basic understanding of the investigative process.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X		X	
X	X		X	
X	X		X	
X	X			
X	X			
X	X		X	

Performance Objectives: Upon completion the student will be able to

- A. Describe the steps of a preliminary investigation
- B. Discuss the type of records available to law enforcement
- C. Explain the types of information that should be gathered on suspects
- D. Recognize the various social media that can be used to gain information on suspects
- E. Identify factors that establish informant reliability
- F. Identify various methods of locating witnesses



Peace Officer Standards and Training

Instructional Subject: *Probable Cause*

Unit Goal: To develop the student's understanding of probable cause, how and when to apply it, and the ability to articulate it when called upon.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X		X	X
X	X		X	X
X	X		X	X
X	X		X	X
X	X		X	X

Performance Objectives: Upon completion the student will be able to

- A. Define the following:
 1. Reasonable suspicion
 2. Probable cause
- B. Explain the differences between reasonable suspicion and probable cause
- C. Identify the elements of NRS 171.124 (When a peace officer may arrest)
- D. Identify the elements of NRS 171.1232/171.123 (Detentions and pat downs))
- E. State the requirements if probable cause is developed during an investigative detention



Peace Officer Standards and Training

Instructional Subject: *Provisions of Emergency First Aid and Cardiopulmonary Resuscitation (CPR)*

Unit Goal: The student will become proficient in the knowledge of basic first aid techniques and CPR.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X	X	

Performance Objectives: Student must.....

- A. Be trained in Emergency First Aid and Cardiopulmonary Resuscitation to include:
 1. Proof of successful completion of a nationally approved CPR/AED course
 2. Proof of successful completion of a Basic First Aid course, to include:
 - i. airway, breathing and circulation



Peace Officer Standards and Training

Instructional Subject: *Public and Media Relations*

Unit Goal: To provide knowledge and skills to interact with the public and the media.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X		X
X	X	X		X
X	X	X		X

Performance Objectives: Upon completion the student will be able to

- A. State types of media communications
- B. Explain the functions of the public information officer (PIO)
- C. List common items of information that officers are permitted to release to the media



Peace Officer Standards and Training

Instructional Subject: *Realties of Law Enforcement*

Unit Goal: To equip the student with basic awareness of the expectations of law enforcement during the day to day operations and career long aspects.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X			
X	X			
X	X			

Performance Objectives: Upon completion the student will be able to

- A. Describe the general day to day operations of a peace officer
- B. Identify common challenges of being a peace officer to include:
 - 1. Family Struggles
 - 2. Mental Challenges
 - 3. Physical Challenges
- C. Discuss methods to having a successful career as a peace officer



Peace Officer Standards and Training

Instructional Subject: *Records of Offenders in Institutions*

Unit Goal: To provide a working knowledge of inmate records.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X		X
X	X	X		X

Performance Objectives: Upon completion the student will be able to

- A. Identify what inmate records exist and which ones can be legally released.
- B. Explain when information can be released to an officer from an inmate medical file.



Peace Officer Standards and Training

Instructional Subject: *Rights of Victims (NRS Chapter 217)*

Unit Goal: The student will be familiar with the State of Nevada Victims of Crime Program and the contacts needed by survivors for information about the program.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X			X
X	X			X
X	X			X

Performance Objectives: Upon completion the student will be able to

- A. Discuss NRS 217.070 “Victim” defined
- B. Summarize “personal injury” per NRS 217.050
- C. Interpret the “State of Nevada Victims of Crime Program” to include:
 1. Whom survivors are to contact with regards to the “Victims of Crime Program”
 2. Unlawful acts (NRS 217.270)



Peace Officer Standards and Training

Instructional Subject: *Search and Seizure*

Unit Goal: To give the student an understanding of applicable procedures, constitutional requirements and case laws in the searching for and the seizing of evidence during a criminal investigation.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X		X	X
X	X		X	X
X	X		X	X
X	X			X
X	X			X
X	X		X	X
X	X		X	X
X	X		X	X
X	X		X	X

Performance Objectives: Upon completion the student will be able to

- A. Recognize constitutional protections guaranteed by the fourth Amendment
- B. Identify the concept of reasonable expectation of privacy
 1. Recognize standing and how it applies to an expectation of privacy
- C. Describe probable cause to search and its link between Fourth Amendment protections and search and seizure law
 1. Recognize how probable cause serves as a basis for obtaining a search warrant
- D. Express how the exclusionary rule applies to a peace officer's collection of evidence
- E. Apply the following with regards to search warrants:
 1. Necessary conditions for securing an area pending the issuance of a search warrant
 2. Time limitations for serving a search warrant
 3. Elements for compliance with the knock and notice requirements when serving a search warrant
- F. Recognize why a plain view seizure does not constitute a search
 1. Recognize the legal requirements for seizure of items in plain view
- G. Apply the following with regards to warrantless searches
 1. Conditions and circumstances where warrantless searches and seizures are considered reasonable and legal
 2. Scope and necessary conditions for conducting warrantless searches, to include:
 - i. Cursory/frisk/pat searches
 - ii. Consent searches
 - iii. Searches pursuant to exigent circumstances



Peace Officer Standards and Training

Instructional Subject: *Search and Seizure Continued*

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X		X	X
X	X		X	X
X	X		X	X
X	X		X	X
X	X			X
X	X			X
X	X		X	X
X	X			

- iv. Searches incident to arrest
- v. Probation/parole searches

H. Assess the scope and necessary conditions for conducting the following types of motor vehicle searches:

- 1. Probable cause searches
- 2. Seizures of items in plain view
- 3. Protective searches
- 4. Consent searches
- 5. Searches incident to custodial arrest
- 6. Instrumentality searches

I. Recognize the scope and necessary conditions for conducting a vehicle inventory

J. Analyze the legal framework establishing a peace officer's authority to seize physical evidence from a subject's body, to include:

- 1. With a warrant
- 2. Without a warrant

K. Recognize the conditions under which a peace officer may use reasonable force to prevent a subject from swallowing or attempting to swallow evidence

L. Indicate the conditions necessary for legally obtaining blood samples

M. Summarize the conditions for legally obtaining the following evidence:

- 1. Fingerprints
- 2. Handwriting samples

N. Identify the importance of a peace officer's neutral role during an identification procedure



Peace Officer Standards and Training

Instructional Subject: *Searches of Offenders and Institutions*

Unit Goal: To provide knowledge, skills, and ability to search inmates and institutions.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X		X
X	X	X		X
X	X	X		X

Performance Objectives: Upon completion the student will be able to

- A. Explain the following regarding searches:
 1. When it is permissible to search an inmate
 2. When it is permissible to conduct an unclothed body search of an inmate, to include:
 - i. Purpose for conducting an unclothed body search
 - ii. Who has the authority to conduct a body cavity search
 3. Steps for conducting a clothed body search, to include:
 - i. Reasons a clothed body search of an inmate may be conducted at any time
 - ii. Areas of the body that must be given close consideration during the clothed body search
 - iii. Areas of apparel that should be given close consideration during a clothed body search
- B. Define the term “contraband”
- C. Describe common methods used for searching a cell
- D. Identify the reasons for conducting a facility or area search



Peace Officer Standards and Training

Instructional Subject: *Searching of Buildings*

Unit Goal: For the student to develop the necessary understandings and skills to demonstrate proficiency conducting a safe and legal building search.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X			X	
X			X	
X			X	
X			X	
X			X	
X			X	
X			X	
X			X	
X			X	

Performance Objectives: Upon completion the student will be able to

- A. Explain the importance of mental and physical preparation pertaining to building searches
- B. Identify various types of alarms
- C. State various considerations for prior arrival to the scene, to include:
 1. Selecting an appropriate route
 2. Known prior history
 3. Resources available
- D. State various considerations to follow upon arrival at the scene, to include:
 1. Scene assessment
- E. Identify the difference between concealment and cover
- F. Identify different considerations for use of light control while conducting a building search
- G. Explain why teamwork is important when executing a search
- H. Demonstrate safely searching a building, to include:
 1. The responsibilities of the primary officer and cover officer(s)
 2. Tactical movements
 3. Procedures for controlling a suspect found during a building search



Peace Officer Standards and Training

Instructional Subject: *Supervision of Offenders*

Unit Goal: To provide the knowledge, skills, and abilities to supervise inmates.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X		X
X	X	X		X
X	X	X		X
X	X	X		X

Performance Objectives: Upon completion the student will be able to

- A. Identify the importance of an Inmate Behavior Management Plan
- B. Explain the importance of being fair, firm, and consistent with inmates
- C. State the necessity of corrective discipline inside a correctional setting
- D. List undesirable traits of inmate supervision



Peace Officer Standards and Training

Instructional Subject: *Survival of Peace Officers*

Unit Goal: To develop an awareness of the inherent dangers in law enforcement and the appropriate responses to these dangers.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X		X	
X	X		X	
X	X		X	
X	X		X	
X	X		X	

Performance Objectives: Upon completion the student will be able to

- A. Explain the importance of an officer's "state of mind" in regards to officer survival
- B. Define "perception action-reaction lag time"
 1. Discuss ways an officer can limit the bad effects of lag time
 2. Explain how training should be affected by the concept of "reactionary gap"
- C. Express the meaning of the following statement, "in a crisis you will do instinctively what you have done most in training, whether it is right or wrong"
- D. Define the importance of "triangulation", to include:
 1. From the back-up officer's role
 2. From the primary officer's role when dealing with more than one subject
- E. Identify the "12 deadly errors" known to law enforcement, to include:
 1. Attitude
 2. Tombstone courage
 3. Not enough rest
 4. Taking a bad position
 5. Missing danger signs
 6. Failure watch the suspect's hands
 7. Relaxing too soon
 8. Improper use or no use of handcuffs
 9. No search or poor search
 10. Dirty or inoperable weapon



Peace Officer Standards and Training

Instructional Subject: *Survival of Peace Officers Continued*

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity

11. Failure to wear a vest or a seatbelt
12. Failure to maintain physical/emotional fitness



Peace Officer Standards and Training

Instructional Subject: *Systems of Criminal Justice*

Unit Goal: To provide the student with an introduction to the Nevada criminal justice system and the functions of each necessary part.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X		
X	X	X		

Performance Objectives: Upon completion the student will be able to

- A. Discuss the functions and responsibilities of the following components of the criminal justice system:
 1. Legislative
 2. Law enforcement
 3. Judicial
 4. Corrections
- B. Describe the following:
 1. State court system
 2. Federal court system
 3. Tribal court system



Peace Officer Standards and Training

Instructional Subject: *Tactics for Arrest and Control of Suspects, including, without limitation, Methods for Arrest and the Use of Less Than Lethal Weapons*

Unit Goal: The student will become proficient in the knowledge and application of arrest and control functions.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X	X	

Performance Objectives: Upon completion the student will be able to

A. Understand and demonstrate proficiency in the following:

1. Handcuffing
2. Take-downs
3. Control holds and escort methods
4. Ground defense
5. Weapon retention, to include:
 - i. Handgun
 - ii. Long gun
6. Weapon defense, to include:
 - i. Handgun
 - ii. Long gun
 - iii. Edged weapons
 - iv. Impact weapons
7. Falls and/or rolls
8. Searches, to include
 - i. Cursory search/pat down
 - ii. Search incident to arrest
 - iii. Opposite gender (understand agency policy)
9. Self-defense, to include:
 - i. Against personal weapons



Peace Officer Standards and Training

Instructional Subject: *Tactics for Arrest and Control of Suspects, including, without limitation,
Methods for Arrest and the Use of Less Than Lethal Weapons Continued*

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X	X	

- ii. Defense against common attacks

10. Contact and cover principles

B. Understand and state applicable uses of less than lethal weapons, to include:

- i. Impact weapons
- ii. OC
- iii. Electronic control devices



Peace Officer Standards and Training

Instructional Subject: *Techniques of Interviewing and Interrogation*

Unit Goal: To develop the ability of the student to obtain complete and accurate information through the usage of several interview and interrogation techniques.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X			
X	X			
X	X			
X	X			
X	X			

Performance Objectives: Upon completion the student will be able to

- A. Paraphrase the difference between an interview and an interrogation
- B. Identify procedures for interviewing witnesses, victims, and suspects to include:
 - 1. Minors
- C. Describe factors that will affect the credibility and reliability of the witness, victim or suspect
- D. Discuss background information to be obtained from witnesses and victims
- E. Explain locations best suited for interviews



Peace Officer Standards and Training

Instructional Subject: *Traffic Laws*

Unit Goal: The student will gain a basic understanding and working knowledge of the detection, application and enforcement of traffic law violations, and movement and control of traffic.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X			X	
X			X	
X			X	
X			X	
X			X	
X			X	
X			X	
X			X	

Performance Objectives: Upon completion the student will be able to

- A. State the authority of a peace officer to issue a citation
- B. Identify the elements of eluding a police officer
- C. Name the NRS Chapter regulating driver's license statutes
 1. Identify terms and definitions for regulating a driver's license, to include:
 - i. Residence requirements
 - ii. Restricted
 - iii. Suspension
 - iv. Revoked
- D. Name which NRS Chapter "vehicle registration" statutes can be found
 1. Identify the time requirement a Nevada resident has to notify the DMV of a change of residence
- E. Recognize the elements and common names for traffic control signal and device violations involving:
 1. Traffic control lights
 2. Stop signs
 3. Other traffic control signals and devices
- F. Explain the elements and common names for right-of-way violations involving:
 1. Failure to yield the right -of-way
 2. Failure to yield to an emergency vehicle
 3. Failure to yield for a pedestrian



Peace Officer Standards and Training

Instructional Subject: *Traffic Laws Continued*

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X			X	
X			X	
X			X	
X			X	
X			X	
X			X	
X			X	
X			X	

- G. Identify where U-turns are permitted
- H. With regards to motorcycles:
1. State the motorcycle helmet law in Nevada
 2. Identify the motorcycle lane-splitting regulation in Nevada
- I. Cite the NRS Chapter which pertains to speeding violations
1. Recognize the elements and common names for speed violations involving:
 - i. Basic speed laws
- J. Recognize the elements and common names for driving and passing violations involving:
1. Following too closely
 2. Unsafe lane changes
 3. Use of turn signals
 4. Passing on the right/left
 5. Passing a stopped school bus
- K. Recognize the elements and common names for public offense violations involving:
1. Reckless driving
 2. Speed contests
 3. Handheld wireless communications device
- L. With respect to traffic accidents:
1. Identify the elements when a driver must stop at a scene of an accident
 2. Identify the elements of filing a false accident report



Peace Officer Standards and Training

Instructional Subject: *Traffic Laws Continued*

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X			X	

3. Identify the criminal classification for failure to report, or filing a false accident report, knowing or believing the information is false

M. Identify the requirements of the Financial Responsibility law



Peace Officer Standards and Training

Instructional Subject: *Training in the Use of Firearms*

Unit Goal: To give the student a thorough knowledge of the safety workings, capabilities, and limitations of the fire arm, and proficiency in the use of the firearm.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X	X	
X	X	X	X	
X	X	X	X	
X	X	X	X	

Performance Objectives: Upon completion the student will be able to

A. Identify safety rules regarding:

1. Firearms
2. Range

B. Name the basic components of a firearm and discuss each components function

C. Explain and demonstrate the following:

1. Steps of loading and unloading a firearm
2. Proper steps for drawing and holstering a handgun
3. Fundamentals of shooting, to include:

- a. Stance
- b. Grip
- c. Sight alignment
- d. Sight picture
- e. Trigger control
- f. Breathing
- g. Follow through

4. Types of firearm malfunctions and correct clearing methods

5. Safe procedures for cleaning and maintaining your weapon

D. Demonstrate handgun shooting proficiency by qualifying on a timed course of fire containing the following elements:

1. Drawing from the holster



Peace Officer Standards and Training

Instructional Subject: *Training in the Use of Firearms Continued*

Unit Goal: To give the student a thorough knowledge of the safety workings, capabilities, and limitations of the fire arm, and proficiency in the use of the firearm.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity

2. Strong hand/support hand
3. Shooting from alternative positions
4. Reloads



Peace Officer Standards and Training

Instructional Subject: *Unknown-risk and High-risk vehicle stops*

Unit Goal: To develop the student's ability to conduct safe, effective, and legal unknown and high risk vehicle stops.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X			X	
X			X	
X			X	
X			X	
X			X	
X			X	
X			X	
X			X	
X			X	
X			X	

Performance Objectives: Upon completion the student will be able to

- A. Explain the two basic categories of vehicle stops, to include:
 1. Unknown-risk stops
 2. High-risk stops
- B. Summarize the inherent risks to officer safety that are associated with conducting a vehicle stop
- C. Discuss appropriate actions officers can take to maintain their own safety and the safety of others while conducting a vehicle stop
- D. Explain the process for conducting a vehicle stop driver contact, to include:
 1. Greeting
 2. Identifying self and department
 3. Requesting driver's license, registration, proof of insurance
 4. Explaining the reason for the stop
 5. Making a decision to warn, cite or arrest
 6. Discovery of warrant arrest
 7. Closing, appropriate to decision
- E. Describe appropriate procedures for validation of a driver's license
- F. Cite safety techniques when initiating a High-risk vehicle stop, to include:
 1. Selecting an appropriate location
 - i. Pre-stop period
 - ii. Surveillance



Peace Officer Standards and Training

Instructional Subject: *Unknown and High-risk vehicle stops Continued*

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X			X	
X			X	
X			X	
X			X	
X			X	
X			X	
X			X	
X			X	

iii. Pre-plan stop location

- G. Explain officer safety precautions that should be taken during any high-risk traffic stop
1. Siren
 2. Maintaining appropriate distance from target vehicle prior to initiating the stop
 3. Safely exiting patrol unit
- H. Describe first cover units safe and tactical placement of patrol unit
- I. Discuss second cover units appropriate actions and tactical placement
- J. Define third cover unit's role
- K. Explain appropriate safety precautions patrol officers should take when approaching a target vehicle on foot
- L. Distinguish between the advantages and disadvantages of a driver side approach, a passenger side approach and a non-approach to a target vehicle
- M. Demonstrate appropriate positioning for patrol officers when making face to face contact with the driver of a target vehicle, including that of a cover officer



Peace Officer Standards and Training

Instructional Subject: *Unknown and High-risk vehicle stops Continued*

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X			X	

N. Demonstrate officer safety considerations when searching the target vehicle, to include:

1. Use of available cover officer (s)
2. Types of objects sought and likely locations
3. Potential hazards (e.g., needles, edged weapons, etc.)
4. A systematic search process, to include:
 - i. Interior
 - ii. Exterior



Peace Officer Standards and Training

Instructional Subject: *Use of Force*

Unit Goal: The student will become proficient in the knowledge and application of the legal, ethical and moral considerations when authorized force is used, up to and including deadly force.

Performance Objectives: Upon completion the student will be able to

- A. Discuss reasonable force as stated by law
 - B. Discuss the components of the Fourth Amendment standard for determining objective reasonableness as determined by the U.S. Supreme Court
 - C. Explain the legal framework establishing a peace officer's authority during a legal arrest, to include:
 - 1. A subject's requirement to submit to arrest without resistance
 - 2. Peace officer's authority to use reasonable force during a detention or arrest
 - D. Identify the circumstances set forth in the NRS when a peace officer has the authority to use force
 - E. Identify that the objective of using force is to overcome resistance to gain control of an individual and the situation
 - F. Recognize force options and the amount of force peace officers may use based on the subject's resistance
 - G. Explain the importance of training and ongoing practice when responding to potentially dangerous situations that may require the use of force
 - H. Discuss the importance of effective communication when using force
 - I. Identify the legal standard for the use of deadly force
 - J. Identify the factors required to establish sufficiency of fear for the use of deadly force
 - K. Recognize the law regarding justifiable homicide by a public officer and the circumstances under which the homicide is considered justifiable



Peace Officer Standards and Training

Instructional Subject: *Use of Force Continued*

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X

L. Describe why complete documentation of the use of force is critical to the peace officer and the peace officer's agency, to include:

- 1. Justification for using force**
- 2. Relevant factors and detail**

M. Explain an agency's potential liability associated with the use of unreasonable force

N. Explain the consequences of an officer's failure to intervene when unreasonable force is used by another peace officer



Peace Officer Standards and Training

Instructional Subject: *Writing of Reports*

Unit Goal: To provide the student with the skills necessary for writing accurate, clear and concise reports.

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X	X	
X	X	X	X	
X	X	X	X	
X	X	X	X	
X	X	X	X	
X	X	X	X	
X	X	X	X	
X	X	X	X	
X	X	X	X	
X	X	X	X	
X	X	X	X	

Performance Objectives: Upon completion the student will be able to

- A. State the primary purpose of the police report
- B. Discuss the importance of taking notes in preparation for writing reports
- C. Apply appropriate actions for taking notes during a field interview
- D. Distinguish between the following:
 1. Opinion
 2. Fact
 3. Conclusion
- E. Summarize the primary questions that must be answered by an investigative report, to include:
 1. The six elements of an officer's report
- F. Identify the fundamental content elements in reports, to include:
 1. Initial information
 2. Identification of the crime to include
 - i. All elements of the crime
 3. Identification of involved parties
 4. Victim/witness statements
 5. Crime scene specifics
 6. Property information
 7. Officer actions
- G. Apply guidelines for recommended grammar used in reports, including the use of:
 1. Proper nouns
 2. First person pronouns



Peace Officer Standards and Training

Instructional Subject: *Writing of Reports Continued*

Cat. I	Cat. II	Cat. III	Reserve	Reciprocity
X	X	X	X	
X	X	X	X	
X	X	X	X	
X	X	X	X	

3. Third person pronouns

4. Past tense

5. Active voice

H. Organize information within a paragraph for clarity and proper emphasis

I. Select language that will clearly convey information to the reader of the report

J. Distinguish between commonly used words that sound alike but have different meanings

K. Proofread for content and mechanical errors, including:

1. Spelling

2. Punctuation

3. Grammar

4. Word choice

5. Syntax