

Basic OLCC Academy

Regulatory Specialist

2015 Curriculum Overview



State of Oregon

Department of Public Safety Standards and Training

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ACKNOWLEDGEMENTS

The new 4-Week Basic OLCC curriculum was developed for OLCC professionals, by OLCC professionals. Numerous individuals provided valuable contributions to this successful curriculum revision. This revision was made possible by the partnership between the Oregon Liquor Control Commission (OLCC) and the Oregon Department of Public Safety Standards and Training (DPSST).

DPSST is extremely grateful to all those who volunteered their time and efforts to the revision process. Their expertise and dedication, as well as the generous support of their agencies, has enabled DPSST to create an innovative and effective training program for entry-level, Regulatory Specialists.

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EXECUTIVE SUMMARY

The Oregon Department of Public Safety Standards and Training (DPSST) is entrusted to provide quality training as a service to its public safety constituency. The 4-Week Basic OLCC curriculum is the product of the partnership between DPSST and the Oregon Liquor Control Commission (OLCC).

As a result of constituent input and community feedback, it is clear that today's Regulatory Specialists (RS) must be creative problem solvers; there is not often one answer, nor one book that holds all of the answers, to the complex issues they face. To be successful, Regulatory Specialists must possess versatile interpersonal skills, be knowledgeable in effective intervention strategies, capable of obtaining and evaluating information, skilled at critical thinking, and ultimately able make decisions that impact the lives of others, as well as their own safety and well-being.

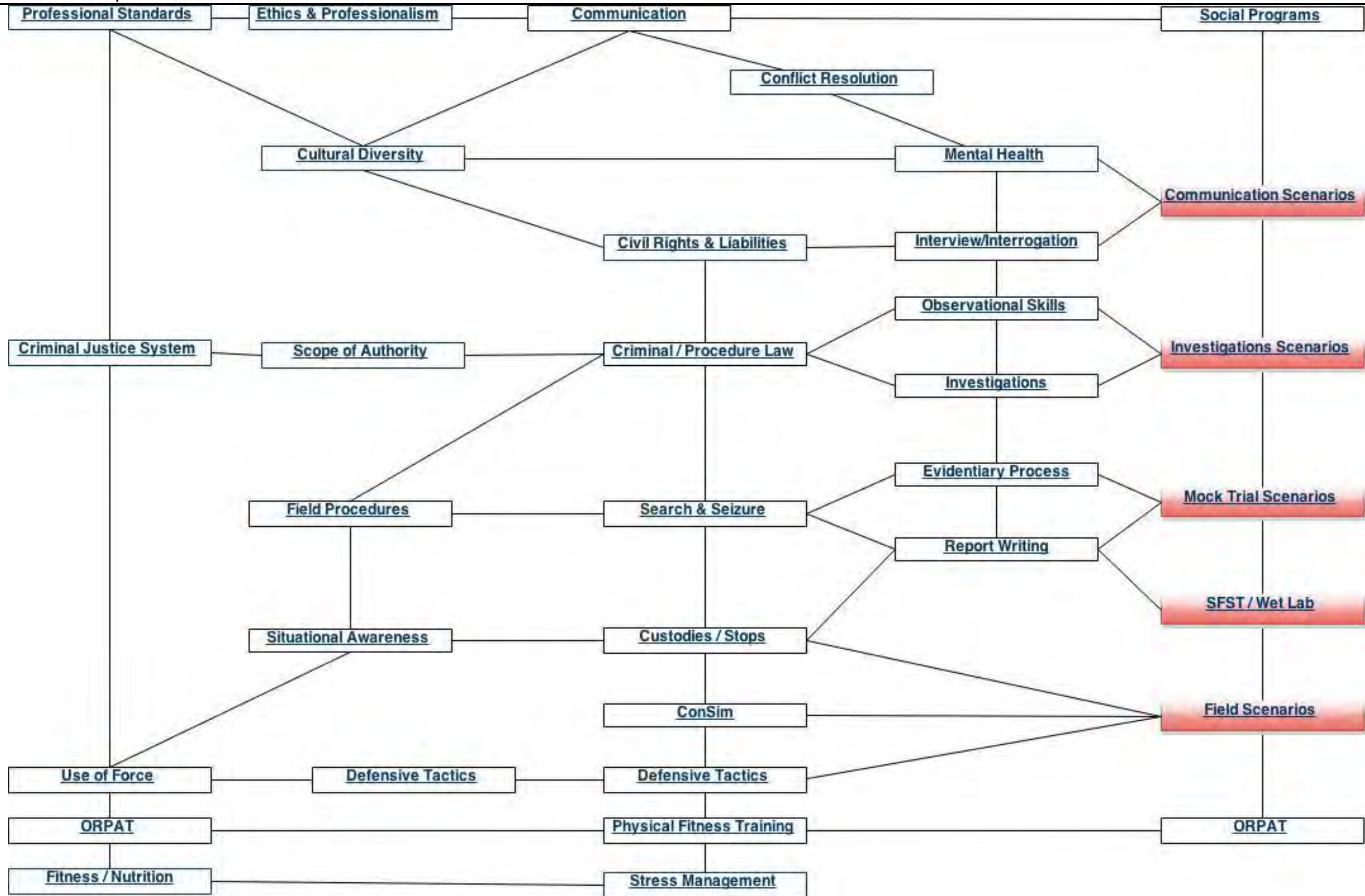
The 4-Week Basic OLCC curriculum is designed to address these needs and help new Regulatory Specialists acquire essential knowledge, as well as develop job specific skills that will be utilized throughout their careers. Students will learn the justification behind effective field procedures. The learning experience will progress daily as students delve deeper into concepts and begin understanding their applications. Students will also have numerous opportunities to practice important skills such as communication, observation, report writing, conflict resolution and other methods for effectively interacting with the community, as well as techniques related to officer safety and field work.

In addition to incorporating evidence based practices to the procedures a Regulatory Specialist follows in the field, the new curriculum also makes use of evidence based practices from the field of adult learning. Problem Based Learning is a contemporary educational model that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop viable solutions to job-related problems and/or challenges. Recognizing this process instills competencies directly related to the practices of an effective Regulatory Specialist, the 4-Week Basic OLCC curriculum utilizes problem based learning exercises, as well as other "hands on" and/or social learning activities, aimed at ensuring student comprehension, enhancing job performance, and developing career confidence.



PROGRAM CHANGES – “AT A GLANCE”

- Change in curriculum concepts
 - Rearrangement of training topics better suited in the pre-academy, licensing academy, post academy or field training to allow for more pertinent topics to be added into the basic academy.
 - Addition of training topics such as professional standards, criminal justice system, conflict resolution, custodies/stops, and field procedures-including substance identification, building searches, weapons familiarization, defensive driving, officer safety, etc.
 - Addition of physical fitness training as part of the fitness and health components of the Academy.
- Teaching methodologies have changed to reflect adult learning principles, student-centered approaches and problem-based learning.
 - More and/or addition of: group work/presentations, small group discussions, journaling, pre-assignments, problem-based learning exercises, scenarios, role plays, hands on exercises, coaching and feedback.
- Curriculum centers around evidence based practices and research in a way that can be useful to a spectrum of learners.
- Concepts will no longer be presented in time blocks, rather they will be interlaced and on-going.
 - This allows for better connectivity between concepts as well as a framework for building upon skills and increasing complexity.
- Student performance evaluations will expand beyond written tests.
 - More coaching/feedback as a result of scenario based/role play training.
 - More quantifiable evaluation criteria.
 - Use of self-reflection to promote intrinsic development.





CONTENT OVERVIEWS



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2015 OLCC CURRICULUM OVERVIEW



CIVIL RIGHTS & LIABILITIES

INSTRUCTIONAL GOALS:

This course is designed to enhance a new Regulatory Specialist's awareness of enforcement related activities that may expose individuals and organizations to civil liability and/or constitute civil rights violations.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify civil rights	In-Class Activity
Recognize civil rights violations	In-Class Activity Scenarios

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST's 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG's opinions, and Commission policy to take appropriate enforcement action.
Determine the validity of complaints.
Legally search a person, vehicle, or premises, pursuant to a warrant or valid warrant exception.
Advise persons of their Constitutional Rights as legally required.
Physical Requirements
Sit continuously (car, desk, etc.).
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).



CONTENT SUMMARY:

I. Civil Liability

- a. Constitutional Rights Generally
- b. Federal Statutes (Title 18/Title 42 USC)

II. Reducing/Preventing Civil Liability

- a. Follow Policies and Procedures
- b. Documentation
- c. Professionalism
- d. Proactive Thinking and Tactics

III. What is a Regulatory Specialist Authorized To Do?

- a. Enforce Court/Board Conditions
- b. Impose Directives and Sanctions
- c. Conduct Assessments
- d. Develop Case Plans
- e. Make Field Contact
- f. Arrest
- g. Conduct Investigations



COMMUNICATION

INSTRUCTIONAL GOAL:

This course is designed to:

1. Enhance a new Regulatory Specialist's interpersonal skills that contribute to respectful, effective and professional communication.
2. Provide a new Regulatory Specialist with facilitated direction and practice to apply the interpersonal skills that contribute to respectful, effective and professional communication.
3. Utilize reality-based scenarios to enhance a new Regulatory Specialist's interpersonal skills that contribute to respectful, effective and professional communication.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify interpersonal skills that contribute to effective communication	In-Class Activity Communication Lab
Demonstrate effective and appropriate application of interpersonal skills in all forms of communication	In-Class Activity Scenarios

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST's 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG's opinions, and Commission policy to take appropriate enforcement action.
Interview licensees.
Locate, interview and depose witnesses.
Interact with adults and minors who violate criminal liquor laws, including hostile, intoxicated, and combative subjects who may be armed and committing crimes.



Communicate effectively with people of diverse cultural, ethnic, and socioeconomic backgrounds.

Physical Requirements

Sit continuously (car, desk, etc.).

Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).

Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).

Visually detect and identify transitory and subtle changes in body language (pupil constriction or dilation, skin color, respiration changes, etc.).

Cope with the emotional and physical impact of being subjected to verbal threats of violence.

CONTENT SUMMARY:

- I. Interpersonal Communication
 - a. Defined
 - b. Significance
- II. Communication Techniques (OARS)
 - a. Open/Closed Questions
 - b. Affirmations
 - c. Reflections and Reflective Listening
 - d. Summarizing
- III. Special Communication Challenges
- IV. Communication Considerations for Initial Contact
- V. Common Types of RS Communication
 - a. Information Gathering
 - b. Interview/Interrogation
 - c. Negotiation/Conflict Resolution
- V. Six Principles of Effective Communication
 - a. Professionalism
 - b. Observation
 - c. Listening
 - d. Interact Positively
 - e. Take Control of the Situation
 - f. Exercise Decisive Action

CONFLICT RESOLUTION



INSTRUCTIONAL GOAL:

This course is designed to develop a new Regulatory Specialist’s ability to recognize interpersonal conflict and apply adaptive approaches toward resolution.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Describe different approaches to conflict resolution	In-Class Activity
Analyze situational conflict and identify an appropriate resolution/response	In-Class Activity Scenarios

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST’s 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG’s opinions, and Commission policy to take appropriate enforcement action.
Communicate effectively with people of diverse cultural, ethnic, and socioeconomic backgrounds.
Interact with adults and minors who violate criminal liquor laws, including hostile, intoxicated, and combative subjects who may be armed and committing crimes.
Physical Requirements
Sit continuously (car, desk, etc.).
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).
Cope with the emotional and physical impact of being subjected to verbal threats of violence.
Visually detect and identify transitory and subtle changes in body language (pupil constriction or dilation, skin color, respiration changes, etc.).



CONTENT SUMMARY:

- I. Need for Conflict Resolution Skills
 - a. De-escalation Techniques
 - b. Escalating Actions (to avoid)
- II. Conflict Resolution is Situational
- III. Conflict Resolution Questionnaire
 - a. The Challenger
 - b. The Ally
 - c. The Negotiator
 - d. The Deflector
 - e. The Conformist
- IV. Verbal Judo Review
 - a. Five Universal Truths
 - b. Principles
 - c. Deflecting Abuse
 - d. Words vs. Meanings
 - e. Three Selves
 - f. Role / Voice / Non-Verbals
 - g. Five Step Hard Style
 - h. P.A.V.P.O.
 - i. P.A.C.E.
 - j. L.E.A.P.S.
 - k. S.A.F.E.R.



CONFRONTATIONAL SIMULATIONS

INSTRUCTIONAL GOAL:

This course is designed to utilize reality-based scenarios to enhance a new Regulatory Specialist's understanding and application of reasonable force decision-making and tactics.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Demonstrate effective use of defensive tactics in a high stress, confrontational simulation	In-Class Activity
Analyze a confrontational simulation and make an appropriate use of force decision under stress	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST's 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG's opinions, and Commission policy to take appropriate enforcement action.
Interact with adults and minors who violate criminal liquor laws, including hostile, intoxicated, and combative subjects who may be armed and committing crimes.
Physical Requirements
Demonstrate cardiovascular endurance (sudden onset, sustained, high-demand physical exertion for longer than three minutes).
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).
Maintain balance on narrow, uneven, or elevated surfaces.
Use hands or feet for self-defense or to maintain physical control.



Dodge or evade blows and thrown objects.
Walk or move backwards.
Run on a flat surface.
Use hands or feet for self-defense or to maintain physical control.
Push hard to move objects by hand, including resisting or unresisting person(s), with or without assistance.
Hold or restrain resisting person(s) with assistance.
Mechanically restrain (handcuff) compliant or non-complaint person(s) with assistance.
Subdue resisting or attacking person(s) by using defensive tools such as a baton, OC spray, etc., with assistance.
Subdue resisting or attacking person(s) by using defensive tactics techniques such as pressure points or holds, with assistance.
Hold or restrain resisting person(s) without assistance.
Mechanically restrain (handcuff) compliant or non-complaint person(s) without assistance.
Subdue resisting or attacking person(s) by using defensive tools such as a baton, OC spray, etc., without assistance.
Subdue resisting or attacking person(s) by using defensive tactics techniques such as pressure points or holds, without assistance.
Use whatever force is reasonably necessary to protect self or others from bodily harm.
Visually detect and identify images, facial features, body features, and movement of persons and objects in varying light conditions.
Run to assist another.

CONTENT SUMMARY:

- I. Session 1
 - a. Intro to Simulation Training
 - b. Response to Altercations

- II. Session 2
 - a. Stressful/Violent Scenarios
 - b. Tactical Adjustments to Performance



III. Session 3

- a. Decision-Making Under Stress
- b. Evolution of Tactics



CRIMINAL JUSTICE SYSTEM

INSTRUCTIONAL GOAL:

This course is designed to familiarize a new Regulatory Specialist with the criminal and administrative systems, structures and roles.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify different types of courts	In-Class Activity
Differentiate between administrative and criminal violations	Mock Trial Scenarios
Identify the different roles of various agencies within the criminal justice system	In-Class Activity Project 1

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST's 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG's opinions, and Commission policy to take appropriate enforcement action.
Advise persons of their Constitutional Rights as legally required.
Analyze facts to decide appropriate enforcement action, including education, counseling, warnings, and Notice of Violation Tickets.
Physical Requirements
Sit continuously (car, desk, etc.).
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).



Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).

CONTENT SUMMARY:

- I. Structure of the Criminal Justice System/Roles
 - a. Components of the Criminal Justice System
 - b. Courts

- II. Agency Partnerships
 - a. Law Enforcement/Corrections
 - b. District Attorney's Offices
 - c. Local Governing Bodies
 - d. Treatment Centers/Community Partners
 - e. Neighborhood Associations

- III. ORS/OARs Familiarization and Navigation
 - a. Navigation of ORS's/OAR's
 - b. ORS Chapter 471
 - c. OAR Chapter 845



CRIMINAL / PROCEDURAL LAW

INSTRUCTIONAL GOAL:

This course is designed to:

1. Introduce a new Regulatory Specialist to the components of criminal and procedural law.
2. Familiarize a new Regulatory Specialist with specific applications of the Liquor Control Act and related statutes.
3. Introduce a new Regulatory Specialist to Oregon Revised Statutes and Oregon Administrative Rules.
4. Provide a new Regulatory Specialist with facilitated direction and practice working within the capacities of criminal and procedural law, while applying the Liquor Control Act and related statutes.
5. Utilize reality-based scenarios to enhance a new Regulatory Specialist's ability to work within the capacities of criminal and procedural law, while applying the Liquor Control Act and related statutes.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Demonstrate an understanding of OAR/ORS	In-Class Activity Mock Trial
Define the elements of common liquor related offenses	In-Class Activity Project 2
Apply applicable OAR and ORS to given situations	In-Class Activity Scenarios

CRITICAL AND ESSENTIAL TASKS:



The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST's 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG's opinions, and Commission policy to take appropriate enforcement action.
Analyze facts to decide appropriate enforcement action, including education, counseling, warnings, and Notice of Violation Tickets.
Issue citations or physically arrest people for crimes and violations related to the Liquor Control Act.
Determine the validity of complaints.
Advise persons of their Constitutional Rights as legally required.
Physical Requirements
Sit continuously (car, desk, etc.).
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).

CONTENT SUMMARY:

- I. Private Security
 - a. Private Security Professional
 - b. Checking Security Status
 - c. Violation

- II. Enforcement
 - a. Regulatory Specialist Peace Officer Authority
 - b. Offenses
 - i. Common Offenses Encountered

- III. Search and Seizure
 - a. Stops Custody Arrests
 - b. Juveniles
 - c. Special Circumstances



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- d. Other Enforcement Mechanisms
- e. Interfering and Protection of Regulatory Specialists
- f. Guidelines for Criminal Court
- g. Administrative Law



DIVERSITY

INSTRUCTIONAL GOALS:

This course is designed to enhance a new Regulatory Specialist’s awareness of cultural/interpersonal issues that impact values, attitudes, beliefs and outlooks among multi-cultural environments.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify strategies for improving cultural awareness and interactions with individuals from varied cultures	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST’s 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG’s opinions, and Commission policy to take appropriate enforcement action.
Communicate effectively with people of diverse cultural, ethnic, and socioeconomic backgrounds.
Interact with adults and minors who violate criminal liquor laws, including hostile, intoxicated, and combative subjects who may be armed and committing crimes.
Physical Requirements
Sit continuously (car, desk, etc.).
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).



CONTENT SUMMARY:

- I. Awareness/Perception
 - a. Early Memories of Difference
 - b. Cultural Competence
 - i. Cultural Competence Continuum

- II. Bias, Discrimination, Prejudice
 - a. Definitions
 - b. Mental Models

- III. Cultural Norms/Differences
 - a. Primary and Secondary Dimensions of Diversity

- IV. OLCC Expectations
 - a. Diversity Policy
 - b. Diversity and Inclusion Strategic Plan



CUSTODIES / STOPS

INSTRUCTIONAL GOAL:

This course is designed to:

1. Introduce a new Regulatory Specialist to the different types of encounters they will face in the field.
2. Familiarize a new Regulatory Specialist with the custodial process.
3. Provide a new Regulatory Specialist with facilitated direction and practice processing a custody.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Differentiate between custody/stop/mere encounter	In-Class Activity Scenarios
Analyze situation and determine appropriate action within authority	In-Class Activity Scenarios
Demonstrate proficiency with associated processing custody tasks	In-Class Activity Scenarios

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST's 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG's opinions, and Commission policy to take appropriate enforcement action.
Analyze facts to decide appropriate enforcement action, including education, counseling, warnings, and Notice of Violation Tickets.



Issue citations or physically arrest people for crimes and violations related to the Liquor Control Act.
Check identification using different tools.
Interview licensees.
Take appropriate action on complaints to ensure licensees' compliance.
Evaluate persons for signs of intoxication to determine over service of alcohol.
Interact with adults and minors who violate criminal liquor laws, including hostile, intoxicated, and combative subjects who may be armed and committing crimes.
Physical Requirements
Sit continuously (car, desk, etc.).
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).
Drive an agency vehicle in a wide range of routine and emergency conditions.
Drive an agency vehicle while multi-tasking.

CONTENT SUMMARY:

- I. Mere Conversation or Encounter, Stop and Arrest
 - a. Mere Conversation & Encounter
 - b. Stop
 - c. Arrest

- II. Common Regulatory Specialist Encounters
 - a. Educational Training for Licensees, Permittees, and Employees
 - b. Administrative Liquor Law Violation Investigation
 - c. Criminal Liquor Law Violation Investigation

- III. When you can stop a person:
 - a. Stop - ORS 131.615(3)
 - b. Frisk of Stopped Persons
 - c. Federal Law
 - d. Oregon Law
 - e. Reasonable Suspicion
 - f. When



IV. Unlawful Extension of Stop

- a. State vs. Kirkeby
- b. State vs. Rogers
- c. State vs. Raney

V. Criminal Arrest & Violations

- a. Miranda
- b. Arrest Defined
- c. Violation Defined
- d. Probable Cause Defined

VI. Processing Custodies, Citations in Lieu of Arrest, Violation Citations, & Juvenile Referrals

- a. Arrest – Physical Custody
- b. Arrest and Custody
 - ii. Arrest
 - iii. Warrant Arrest
 - iv. Without Warrant
- c. Arrest – Citation in Lieu of Arrest
- d. Violation Citation
 - a. Juvenile Referral



DEFENSIVE TACTICS

INSTRUCTIONAL GOAL:

This course is designed to provide a new Regulatory Specialist with instruction and practice using reasonable force tactics to effectively overcome and control resistive and/or hostile behavior.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Effectively defend, from a standing position, against a physical attach and/or immediate threat	In-Class Activity LESAS
Effectively defend, from a position on the ground, against a physical attach and/or immediate threat	In-Class Activity LESAS
Effectively control a resisting threat	In-Class Activity LESAS
Apply mechanical restraints (handcuffs) in a safe and controlled manner	In-Class Activity LESAS

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST's 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG's opinions, and Commission policy to take appropriate enforcement action.
Legally search a person, vehicle, or premises, pursuant to a warrant or valid warrant exception.
Physical Requirements



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Demonstrate cardiovascular endurance (sudden onset, sustained, high-demand physical exertion for longer than three minutes).
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).
Maintain balance on narrow, uneven, or elevated surfaces.
Use hands or feet for self-defense or to maintain physical control.
Dodge or evade blows and thrown objects.
Walk or move backwards.
Run on a flat surface.
Use hands or feet for self-defense or to maintain physical control.
Push hard to move objects by hand, including resisting or unresisting person(s), with or without assistance.
Hold or restrain resisting person(s) with assistance.
Mechanically restrain (handcuff) compliant or non-complaint person(s) with assistance.
Subdue resisting or attacking person(s) by using defensive tools such as a baton, OC spray, etc., with assistance.
Subdue resisting or attacking person(s) by using defensive tactics techniques such as pressure points or holds, with assistance.
Hold or restrain resisting person(s) without assistance.
Mechanically restrain (handcuff) compliant or non-complaint person(s) without assistance.
Subdue resisting or attacking person(s) by using defensive tools such as a baton, OC spray, etc., without assistance.
Subdue resisting or attacking person(s) by using defensive tactics techniques such as pressure points or holds, without assistance.
Participate and display proficiency in required training such as self-defense, the use of Oleoresin Capsicum (OC), verbal judo, first-aid, rescue breathing, and CPR.
Possess three-dimensional vision, sufficient for clear depth perception, image placement and location sufficient for complex visual tasks (driving a vehicle in emergency conditions, pursuit of persons over complex surfaces in unpredictable conditions, stairs, steps, obstacles, weapons use, etc.).



CONTENT SUMMARY:

- I. Warm Ups / Core Drills
 - a. Dynamic Stretches
 - b. Bump Drills
 - c. Hip Escapes
 - d. Roll Backs
 - e. Scramble to Standing
- II. Centerline Control
 - a. One / Two Hand Escorts
 - b. Bicep Ties
 - c. Trap and Push
 - d. Arm Drag
 - e. Escapes to Midline
 - f. Take Down
- III. Cooperative Handcuffing
 - a. Verbal Commands
 - b. Control Position
 - c. Hand Control
 - d. Cuff Placement
 - e. Tightness
 - f. Cursory Search
- IV. Default (Punch Defense)
 - a. Tuck Chin; Lift Shoulders
 - b. Cover Head
 - c. Drop Weight
 - d. Take Space
- V. Full Mount Escape
 - a. Posture
 - b. Bump (Lift Hips)
 - c. Trap Limb
 - d. Trap Leg
 - e. Bump and Roll



ETHICS & PROFESSIONALISM

INSTRUCTIONAL GOAL:

This course is designed to:

1. Enhance a new Regulatory Specialist’s understanding of ethical and professional responsibilities.
2. Familiarize a new Regulatory Specialist with appropriate on/off duty conduct.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Distinguish between acceptable/unacceptable behavior per state certification standards and agency policy/procedure	In-Class Activity Project 1
Identify factors that lead to unethical behavior	Journal Reflection
Recognize consequences of unacceptable behavior	Project 2

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST’s 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG’s opinions, and Commission policy to take appropriate enforcement action.
Follow OLCC Security measures to protect personal, sensitive, and confidential information.
Communicate effectively with people of diverse cultural, ethnic, and socioeconomic backgrounds.
Physical Requirements
Sit continuously (car, desk, etc.).



Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).

Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).

CONTENT SUMMARY:

- I. What are ethics?
 - a. Develop a common understanding of the concept of ethics
 - b. Ethical standards/expectations of the profession

- II. Deciding what is “correct”
 - a. Identify top ten characteristics, obligations, loyalties

- III. Moral reasoning
 - a. Ethical reasoning
 - b. Moral reasoning
 - c. The development of moral reasoning
 - d. Moral development and public safety professionals
 - e. Ethical thinking and ethical behavior

- IV. Ethical behavior: Understanding human behavior
 - a. How the conscious brain works
 - b. Introduction to conscious and non-conscious behaviors – the Dual Process Model
 - c. How non-conscious processing leads to behaviors

- V. The Importance of situational cues for behavior
 - a. Introduction to the power of the situation in influencing behavior
 - b. Importance of situational cues for behavior
 - c. Non-conscious processing biases
 - d. An example of how the non-conscious processes work
 - e. Recognizing conflict in non-conscious (zombie) processes



- VI. Some triggers for automatic responses
 - a. Preference for consistency
 - b. Public safety officers' preference for consistency
 - c. Can consistency get you to actually say "yes" when you mean "no"?

- VII. The power of the "tribe"
 - a. Social proof
 - b. How big of a tribe
 - c. The "tribe" and dishonesty
 - d. The power of the "tribe" in action in public safety

- VIII. Developing the correct automatic response
 - a. How strong is your intuitive response?
 - b. Strategies to control automatic responses
 - c. Self-deception and automatic responses
 - d. Developing expertise and practice



EVIDENTIARY PROCESS

INSTRUCTIONAL GOAL:

This course is designed to:

1. Provide a new Regulatory Specialist with guidelines for proper evidence procedures.
2. Provide a new Regulatory Specialist with facilitated direction and practice to follow proper evidence procedure guidelines.
3. Utilize reality-based scenarios to enhance a new Regulatory Specialist's ability to follow proper evidence procedure guidelines.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify potential evidence	In-Class Activity Scenarios
Demonstrate the proper process of evidence gathering	In-Class Activity Scenarios
Articulate proper chain of custody procedures	In-Class Activity Mock Trial / Scenarios

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST's 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG's opinions, and Commission policy to take appropriate enforcement action.
Appropriately maintain, control, and dispose of evidence.
Write clear and complete reports.



Legally search a person, vehicle, or premises, pursuant to a warrant or valid warrant exception.

Accurately maintain a field notebook as required.

Physical Requirements

Sit continuously (car, desk, etc.).

Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).

Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).

CONTENT SUMMARY:

I. Collection of Evidence

- a. Definition of "Evidence"
- b. Under what circumstances may evidence be collected and seized.
- c. Procedure for seizure and receipt for property

II. Chain of Custody

- a. Definition
- b. Requirements under law
- c. Documentation and disposal

III. Evidence Storage

- a. OLCC Policy and regional variances
- b. Practices and materials for storage and documentation

IV. OLCC Evidence Policy

- a. Review
- b. Lessons Learned
- c. Chapter 302



FIELD PROCEDURES

INSTRUCTIONAL GOALS:

This course is designed to:

1. Familiarize a new Regulatory Specialist with safety considerations and threat assessments relevant to field procedures.
2. Familiarize a new Regulatory Specialist with procedural requirements and tactical considerations for conducting safe and efficient field work.
3. Provide a new Regulatory Specialist with facilitated direction and practice following safe and effective field procedures.
4. Utilize reality based scenarios to enhance a new Regulatory Specialist's ability to conduct safe and effective field procedures.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify strategies to safely and effectively complete field tasks	In-Class Activity
Analyze discovered and/or assigned field work situations and demonstrate appropriate tactics to maintain officer and community safety	Scenarios

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST's 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG's opinions, and Commission policy to take appropriate enforcement action.
Analyze facts to decide appropriate enforcement action, including education, counseling, warnings, and Notice of Violation Tickets.
Issue citations or physically arrest people for crimes and violations related to the Liquor Control Act.



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Conduct investigations to apprehend and prosecute false identification producers.
Advise persons of their Constitutional Rights as legally required.
Convincingly assume the role of a patron at a licensed or unlicensed area or premises.
Interact with adults and minors who violate criminal liquor laws, including hostile, intoxicated, and combative subjects who may be armed and committing crimes.
Check identification using different tools.
Legally search a person, vehicle, or premises, pursuant to a warrant or valid warrant exception.
Evaluate persons to determine if medical assistance is needed.
Operate an OLCC radio in accordance with radio policy.
Follow OLCC Security measures to protect personal, sensitive, and confidential information.
Accurately maintain a field notebook as required.
Evaluate persons for signs of intoxication to determine over service of alcohol.
Perform field inspections to monitor and enforce Liquor Control Act laws and rules.
Physical Requirements
Sit continuously (car, desk, etc.).
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).
Participate in area searches (walking, standing, kneeling, crawling, lifting, bending, etc.) looking for items or person(s).
Evacuate people from an area or a building.
Drive an agency vehicle in a wide range of routine and emergency conditions.
Drive an agency vehicle while multi-tasking.
Get in and out of a vehicle (from a standing position or seated position), rapidly at times.
Stand continuously for extended times.
Cope with the emotional and physical impact of being subjected to verbal threats of violence.



Visually detect and identify images, facial features, body features, and movement of persons and objects in varying light conditions.

Accurately determine a full-range of colors (clothing, substances, skin tones, etc.) in varying light conditions.

Visually detect and identify transitory and subtle changes in body language (pupil constriction or dilation, skin color, respiration changes, etc.).

Possess three-dimensional vision, sufficient for clear depth perception, image placement and location sufficient for complex visual tasks (driving a vehicle in emergency conditions, pursuit of persons over complex surfaces in unpredictable conditions, stairs, steps, obstacles, weapons use, etc.).

Walk or run on irregular, potentially hazardous surfaces (slick, muddy, rocks, etc.).

Run to assist another.

CONTENT SUMMARY:

- I. Equipment Checks
 - a. Issued Equipment
 - i. Types of Equipment Issued
 - ii. Commission Issued Safety Equipment
 - b. General Use and Requirements of Equipment
- II. Arrests
 - a. Pursuits
 - b. Handcuffing
 - i. Application of Handcuffs
 - a. Searches Upon Arrest
- III. Notebooks
 - a. Using Your Notebook
 - b. Notebook Entries
- IV. Officer Safety
 - a. Regulatory Specialist Safety Reports
 - b. Safety Alert Process
 - c. Blood Bourne Pathogens
 - i. Policy
 - ii. Responsibility
 - iii. Measures For Prevention
 - iv. Response To Exposure
- V. Building Searches
 - a. Search of Licensed Premises
 - b. Search With a Warrant of a Licensed or Un-Licensed Premises



- c. Entering a Private Residence

- VI. Firearms
 - a. Definition
 - b. Policy
 - c. Familiarization – (Range)

- VII. Social Media (safety)
 - a. Policy
 - i. State Business
 - ii. Professional Conduct
 - iii. Legal Compliance
 - iv. Security
 - v. Use of Internet

- VIII. Substance Identification - *What Makes a Substance Illegal?*
 - a. Presumptive and Confirmatory Testing for Drugs
 - b. Drug Scheduling and Classification
 - c. Common Drug Types



FITNESS & NUTRITION

INSTRUCTIONAL GOAL:

This course is designed to develop a new Regulatory Specialist’s awareness of the correlations between fitness and quality of life, as well as the importance of nutrition in both occupational and lifestyle wellness.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify the components of physical fitness	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST’s 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG’s opinions, and Commission policy to take appropriate enforcement action.
Identify and apply relevant statutes, rules, case law, AG’s opinions, and Commission policy to take appropriate enforcement action.
Physical Requirements
Sit continuously (car, desk, etc.).
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).

CONTENT SUMMARY:

- I. Basic Health Introduction
 - A. Two main health problems faced by law enforcement officers



1. Cardiovascular Disease (CVD)
2. Back Problems
- B. Factors influencing health
 1. Heredity
 2. Lifestyle
- C. Controllable risk factors
 1. Physical inactivity
 2. Smoking/tobacco use
 3. Excessive consumption of alcohol
 4. Obesity
 5. High blood pressure
 6. High blood cholesterol
 7. Stress
- D. Effects of tobacco and alcohol on body
 1. Lung/liver disease
 2. Cancer
 3. CVD

II. Nutrition

- A. Reasons we eat what we eat
- B. Macronutrients
 1. Fats – 9 cal/g
 2. Proteins – 4 cal/g
 3. Carbohydrates – 4 cal/g
 4. Alcohol – 7 cal/g
- C. Saturated fat
 1. Source – mainly animal products
 2. Can create a raise in low-density lipoprotein levels (bad cholesterol)
 3. Increased risk of Type II diabetes
- D. Cholesterol and your diet
 1. Is all cholesterol bad?
 2. Total cholesterol
 - a. Below 200 milligrams/deciliter of blood
 3. LDL – bad cholesterol
 - a. Below 100 mg/dL of blood
 4. HDL – good cholesterol
 - b. 40-60 mg/dL of blood, above 60 best
- E. Eating Healthier
 1. Complex carbohydrates should comprise the bulk of diet
 2. Proteins intake should be 45-65 grams/day
 3. 5-8 cups of fruits and vegetables/day
- F. 80/20 Rule
 1. 80% percent healthier, 20% cheat/vice foods
- G. Reading food label activity
 1. 4 groups, place labels in order nutritional value
- F. Food preparation
 1. Cost of eating healthier debate
 2. How to shop
 3. Preparing food for shift work



III. Fitness

- A. Aerobic vs. anaerobic activity
- B. Training Heart Rate Zone
 - 1. Calculate max heart rate (220-age)
 - 2. Calculate training heart rate zone (60-85%)
 - 3. RPE (Rate of perceived exertion)
- C. Measures of body composition
 - 1. Weight
 - 2. BMI
 - 3. Percent body fat
 - a. Methods to obtain percent body fat
 - 1. Skinfold Caliper
 - 2. Underwater weighing
 - 3. Body average density measurement
 - 4. Bioelectrical impedance measurement
 - 5. Dual energy x-ray absorptiometry
- D. 4 Components of fitness
 - 1. Flexibility
 - 2. Cardiovascular endurance
 - 3. Muscular endurance
 - 4. Muscular strength
- E. Frequency, intensity, and time for daily and weekly workouts
- F. Strength vs. Power vs. Endurance
 - 1. Strength – High weight, low rep, low speed, extended recovery period
 - 2. Power – combination of speed and strength. Blending weight and repetition to gain maximum benefit in both areas.
 - 3. Endurance – Low weight, high rep, increased intensity, shorter recovery period.
- G. Training Modalities
 - 1. Weight training/Strength training
 - 2. Interval training
 - a. Circuit training (Curves)
 - b. Tabata training
 - c. HIIT training
 - d. CrossFit
 - e. Speed/agility training
 - 3. Yoga/Pilates/Barre



INTERVIEW / INTERROGATION

INSTRUCTIONAL GOAL:

This course is designed to:

1. Introduce a new Regulatory Specialist to the differences between and the application of interview and interrogation.
2. Develop a new Regulatory Specialist's ability to utilize appropriate interview and interrogation techniques.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Differentiate between an interview and an interrogation	Investigation Lab
Conduct an interview and/or interrogation using the appropriate techniques to be effective	In-Class Activity Scenarios
Analyze the situation and determine whether an interview or an interrogation is the appropriate approach to take	In-Class Activity Scenarios

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST's 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG's opinions, and Commission policy to take appropriate enforcement action.
Determine the validity of complaints.
Interview licensees.
Locate, interview and depose witnesses.



Interact with adults and minors who violate criminal liquor laws, including hostile, intoxicated, and combative subjects who may be armed and committing crimes.

Physical Requirements

Sit continuously (car, desk, etc.).

Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).

Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).

Cope with the emotional and physical impact of being subjected to verbal threats of violence.

Cope with the emotional and physical impact of constant exposure to personal legal liability.

CONTENT SUMMARY:

- I. Interview
- II. Interrogation
- III. Differences
- IV. Two Types of Interview/Interrogations
 - a. Reid
 - b. Peace Method
- V. Techniques (Reid Method)
 - a. Interview
 - b. Interrogation



INVESTIGATIONS

INSTRUCTIONAL GOAL:

This course is designed to:

1. Develop a new Regulatory Specialist’s ability to understand the different methods and types of investigations within the application of relevant laws.
2. Utilize reality based scenarios to enhance a new Regulatory Specialist’s ability to complete different methods and types of investigations within the application of relevant laws.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Summarize the rules and procedures related to different types of field investigations	In-Class Activity
Describe types of investigations to be used during field work	In-Class Activity
Analyze the need for an investigation and demonstrate proper investigative procedures	Scenarios

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST’s 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG’s opinions, and Commission policy to take appropriate enforcement action.
Analyze facts to decide appropriate enforcement action, including education, counseling, warnings, and Notice of Violation Tickets.
Conduct investigations to apprehend and prosecute false identification producers.
Convincingly assume the role of a patron at a licensed or unlicensed area or premises.



Check identification using different tools.
Determine the validity of complaints.
Physical Requirements
Sit continuously (car, desk, etc.).
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).
Visually detect and identify images, facial features, body features, and movement of persons and objects in varying light conditions.
Accurately determine a full-range of colors (clothing, substances, skin tones, etc.) in varying light conditions.
Detect and understand faint auditory signals (whispers, transients [clicks, pops, impacts], air movement, etc.).
Detect and understand speech in the presence of a wide range of environmental sounds, including high levels of ambient background noise.
Understand speech through electronic devices (telephone, radio, cell phone. etc.) in a wide range of environmental conditions.

CONTENT SUMMARY:

- I. Authority to Investigate
 - a. ORS 133.005
 - b. ORS 471.775
 - c. OAR Chapter 845 Divisions 4,5,6,7,8,9,10,13,15, 16, and 20

- II. Conducting an investigation requires:
 - a. Laying the foundation for the investigation
 - b. Read all applicable law(s) and refer to relevant sections of the compliance manual.
 - c. Consider what facts you will need to prove or disprove.

- III. Define scope of Investigation also known as the acquisition phase by:
 - a. Receive the complaint
 - b. Gather facts and prepare for Interview
 - c. Utilize a theory chart (If necessary)
 - d. Determine the Who, What, When, Where, Why, and How
 - e. Determine type(s) of investigations

- IV. Planning the Investigation and setting the stage



- a. Determine steps needed to develop the case
- V. Recognize your limitations
- a. Adherence to Policy and Procedures (Compliance Manual/ directives)
 - b. Applicability of OAR's and ORS's
 - c. Limitations of time
 - d. Getting good instructions facilitate sound and efficient investigations, bad instructions or information can put limitations on investigation
- VI. Recording Technology as Criminal Investigatory Tool
- a. Oregon Constitutional Standard
 - b. Constructive Entry
 - c. Use of Technology
 - d. Audio Recording
 - e. Video Recording
 - f. Agency Policy
- VII. Unbiased and Ethical Investigations
- VIII. Civil Liability
- a. Constitutional rights
 - b. Qualified Immunity
 - c. ORS 30.285
 - d. ORS 30.287
- Federal Statutes
- a. Title 18, U.S.C., Section 242
 - b. Title 42, U.S.C., Section 1983



MENTAL HEALTH

INSTRUCTIONAL GOAL:

This course is designed to:

1. Develop a new Regulatory Specialist’s understanding of factors that create mental health or emotional crises.
2. Provide a new Regulatory Specialist with strategies for responding to acute episodes of mental health or emotional stress.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify common factors associated with crisis or trauma	In-Class Activity
Describe appropriate intervention strategies related to mental health behavior	In-Class Activity
Demonstrate effective communication skills in a scenario involving an individual reacting to a crisis	Communication Lab Scenario

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST’s 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG’s opinions, and Commission policy to take appropriate enforcement action.
Interact with adults and minors who violate criminal liquor laws, including hostile, intoxicated, and combative subjects who may be armed and committing crimes.
Physical Requirements
Sit continuously (car, desk, etc.).



Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).

Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).

CONTENT SUMMARY:

- I. Overview(s)
 - a. Mental Health Definition
 - b. Behavioral Health Definition
 - c. Significance of Stigma

- II. Common Factors with Crisis or Trauma
 - a. Wainrib/Bloch 1998
 - b. Definition
 - c. Sources
 - d. Signs
 - e. Symptoms
 - f. Effects
 - g. Secondary

- III. Types of Behavioral Health/Other
 - a. Bipolar Disorder
 - b. Schizophrenia
 - c. Depression
 - d. Substance Use Disorder
 - e. Anxiety Disorder
 - f. Mood Disorder
 - g. Psychotic Disorder
 - h. Impulse/Addiction Disorder
 - i. Personality Disorder
 - j. Obsessive Compulsive Disorder
 - k. Autism Spectrum Disorder

- IV. Crisis Intervention Techniques – Crisis Intervention for Regulatory Specialists
 - a. Introduction to Crisis
 - b. Types of Crisis
 - c. Common Reactions to Crisis or Trauma
 - d. Introduction to Crisis Intervention
 - i. Characterization
 - ii. Guidelines
 - iii. Why is it Important
 - e. Brief Assessment during Acute Crisis



- i. C.A.F.
 - f. Assess
 - g. Risk Factors
 - h. Protective Factors
 - i. Who is at Risk
 - i. S.L.A.P
 - ii. D.I.R.T
 - j. Facilitate
 - k. Evidenced-Based Interventions During Crisis
 - l. De-Escalation
 - i. Non-Verbal Calming Techniques
 - ii. Verbal Calming Techniques
 - iii. Opposite of Calming Techniques
 - m. Develop a Plan
 - n. After the Crisis
- V. Myths about Mental Health
- VI. Oregon Revised Statutes (related to Mental Health)



MOCK TRIAL

INSTRUCTIONAL GOALS:

This course is designed to:

1. Familiarize a new Regulatory Specialist with the different types of courtroom protocols and techniques for providing professional testimony.
2. Provide a new Regulatory Specialist with facilitated direction and practice functioning within the different types of courtroom protocols and techniques for providing professional testimony.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Demonstrate ability to prepare for and/or participate in mock-trial simulation	Scenarios

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST's 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG's opinions, and Commission policy to take appropriate enforcement action.
Prepare witnesses and present or assist in administrative or criminal hearings.
Testify on behalf of the OLCC Commission at Administrative Law Hearings or in court.
Locate, interview and depose witnesses.
Conduct investigations to apprehend and prosecute false identification producers.
Physical Requirements
Sit continuously (car, desk, etc.).
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).



Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).

CONTENT SUMMARY:

I. Overview

- a. What is a Contested Case Hearing?
- b. What Cases Go to Hearing?
- c. Hearings vs. Other Trials

II. Prehearing Process

- a. Discovery
 - i. Documentation and report writing
 - ii. Evidence gathering
 - iii. Witness interviews
 - iv. Video/audio/photographs
- b. Subpoenas

III. Mock Hearing Exercise/Instruction

- a. Notice, Timing and Burdens of Proof
 - i. Notice
 - ii. Timing
 - iii. Burdens of proof
- b. Evidence Issues
 - i. Hearsay
- c. The Regulatory Specialist's Role at Hearing
 - i. Professionalism
 - ii. Credibility
 - iii. Handling difficult questions
- d. Presentation of the Agency's Case
 - i. Testifying on direct examination
 - ii. Testifying on cross examination
 - iii. Testifying in response to ALJ questions
- e. Presentation of Opposing Side's Case
- f. Rebuttal

IV. Post-Hearing Events and Processes

- a. Proposed Order, Comments and Exceptions
- b. Final Orders
- c. Appeals



OBSERVATIONAL SKILLS

INSTRUCTIONAL GOALS:

This course is designed to:

1. Develop a new Regulatory Specialist's ability to recognize questionable activities, violations and risks.
2. Provide a new Regulatory Specialist with facilitated direction and practice recognizing questionable activities, violations and risks.
3. Utilize reality based scenarios to enhance a new Regulatory Specialist's ability to recognize questionable activities, violations and risks.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Describe behaviors to look for regarding potential violations	Project 2 Scenarios
Demonstrate the ability to recognize questionable activities and identify the correlating violation(s)	In-Class Activity Scenarios

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST's 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG's opinions, and Commission policy to take appropriate enforcement action.
Observe activities on licensed premises, both openly and covertly.
Physical Requirements
Sit continuously (car, desk, etc.).



Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).
Visually detect and identify images, facial features, body features, and movement of persons and objects in varying light conditions.
Accurately determine a full-range of colors (clothing, substances, skin tones, etc.) in varying light conditions.
Visually detect and identify transitory and subtle changes in body language (pupil constriction or dilation, skin color, respiration changes, etc.).
Detect and understand faint auditory signals (whispers, transients [clicks, pops, impacts], air movement, etc.).
Detect and understand speech in the presence of a wide range of environmental sounds, including high levels of ambient background noise.
Understand speech through electronic devices (telephone, radio, cell phone. etc.) in a wide range of environmental conditions.
Maintaining a state of hypervigilance (highly concentrated mental and sensory attention) over a protracted period of time.
Drive an agency vehicle while multi-tasking.

CONTENT SUMMARY:

- I. Premises Checks
 - a. Exterior
 - b. Interior
- II. Risks
 - a. Potential Causes
 - b. Safety
- III. Violations
 - a. Definitions
 - b. Chapter 400
 - c. Guidelines
 - d. Compliance Actions
- V. UC skills
 - a. Prepare for UC



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- b. Observations
- c. Request
- d. Consumption of Alcohol
- e. Gambling



OREGON PHYSICAL ABILITIES TEST (ORPAT)

INSTRUCTIONAL GOAL:

This course is designed to evaluate a new Regulatory Specialist's ability to complete critical and essential physical tasks and demands relevant to the performance of normal job duties.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Complete the Oregon Physical Abilities Test (ORPAT)	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST's 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG's opinions, and Commission policy to take appropriate enforcement action.
Physical Requirements
Demonstrate cardiovascular endurance (sudden onset, sustained, high-demand physical exertion for longer than three minutes).
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).
Maintain balance on narrow, uneven, or elevated surfaces.
Use hands or feet for self-defense or to maintain physical control.
Walk or move backwards.
Run on a flat surface.
Use hands or feet for self-defense or to maintain physical control.



Crawl over or under obstacles.
Climb through small openings such as windows.
Climb up to elevated surfaces with or without a ladder.
Climb over or under obstacles.
Jump over obstacles, such as ditches, holes, streams, hazards, etc.
Jump up or down from an elevated surface.
Carry or drag heavy objects such as a disabled person or equipment with or without assistance.
Lift or move heavy objects (cases of beer, kegs, etc.,) weighing 50lbs or more with or without assistance.
Walk or run up or down stairs.
Walk or move backwards.
Run on a flat surface.
Walk or run on irregular, potentially hazardous surfaces (slick, muddy, rocks, etc.).

CONTENT SUMMARY:

I. Mobility Run

- a. Balance beam
- b. Five foot jump
- c. Stairs
- d. Crawl
- e. Hurdles
- f. Vault

II. Push Pull Machine

- a. Push
- b. Controlled Fall
- c. Pull

III. Dummy Drag

IV. Pass/Fail Requirements



PHYSICAL FITNESS TRAINING

INSTRUCTIONAL GOAL:

This course is designed to enhance a new Regulatory Specialist's ability to complete critical and essential physical tasks and demands relevant to the performance of normal job duties.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Participate in 8 physical fitness training sessions	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST's 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG's opinions, and Commission policy to take appropriate enforcement action.
Physical Requirements
Demonstrate cardiovascular endurance (sudden onset, sustained, high-demand physical exertion for longer than three minutes).
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).
Maintain balance on narrow, uneven, or elevated surfaces.
Use hands or feet for self-defense or to maintain physical control.
Walk or run up or down stairs.
Walk or move backwards.
Run on a flat surface.



CONTENT SUMMARY:

- I. Cardiovascular endurance
- II. Core strength
- III. Speed and agility conditioning
- IV. Team building
- V. Aerobic and anaerobic capacity
- VI. Muscle failure thresholds
- VII. Proprioceptive muscular facilitation



PROFESSIONAL STANDARDS

INSTRUCTIONAL GOAL:

This course is designed to develop a new Regulatory Specialist’s understanding of the agency and state certification standards.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify requirements of obtaining and maintaining certification	In-Class Activity
Identify the consequences of noncompliance with [certification] position requirements	In-Class Activity Project 1

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST’s 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG’s opinions, and Commission policy to take appropriate enforcement action.
Follow OLCC Security measures to protect personal, sensitive, and confidential information.
Take appropriate action on complaints to ensure licensees’ compliance.
Physical Requirements
Sit continuously (car, desk, etc.).
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).



CONTENT SUMMARY:

- I. CERTIFICATION / REVOCATION
 - a. ORS 181.640 Minimum Standards
 - b. ORS 181.646 Regulatory Specialist Certification
 - c. ORS for Certification Procedure
 - d. Peace Officer Authority (ORS 471.775, ORS 133.220 & ORS 133.310)
 - a. Scope of Peace Officer Authority (OLCC Compliance Manual)

- II. CONFIDENTIALITY
 - a. OLCC Policy PP 845-155-003
 - b. Confidentiality vs Public Records (policy 845-101-007)

- III. LEDS / CJIS
 - a. ORS Chapter 181
 - b. OLCC Policy (PP 845-47 1-001)

- IV. AGENCY EXPECTATIONS
 - a. OLCC Compliance Manual Section 100 (Program Purpose, Strategies & Priorities of the Public Safety Division)

- V. ON / OFF DUTY CONDUCT
 - a. OLCC Compliance Manual Section 101 (Professional Conduct)



REPORT WRITING

INSTRUCTIONAL GOAL:

This course is designed to:

1. Develop a new Regulatory Specialist's writing skills that are necessary to professionally and effectively communicate relevant information in a proper format.
2. Provide a new Regulatory Specialist with facilitated direction and practice to apply the writing skills necessary to professionally and effectively communicate relevant information in a proper format.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Recognize the fundamentals of good report writing	In-Class Activity Scenario Investigation Report
Complete thorough, accurate, and professional reports	In-Class Activity-Lab Scenario Investigation Report

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST's 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG's opinions, and Commission policy to take appropriate enforcement action.
Analyze facts to decide appropriate enforcement action, including education, counseling, warnings, and Notice of Violation Tickets.
Accurately maintain a field notebook as required.



Utilize office equipment (telephones, computers, copy machines, etc.).

Write clear and complete reports.

Physical Requirements

Sit continuously (car, desk, etc.).

Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).

Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).

CONTENT SUMMARY:

- I. Report Writing Introduction
 - a. Introduction
 - b. Importance of Reports

- II. Report Content & Organization
 - a. Report Sections & Content
 - b. Report Writing Professionalism & Tips
 - c. Use of Force Report Guide

- III. Report Processing
 - a. Processing procedure



SCOPE OF AUTHORITY

INSTRUCTIONAL GOAL:

This course is designed to:

1. Familiarize a new Regulatory Specialist with the legal parameters to enforce the liquor control act & associated laws.
2. Utilize reality based scenarios to enhance a new Regulatory Specialist's ability to perform within the legal parameters related to enforcing the liquor control act & associated laws.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify the parameters and challenges of enforcing state law and agency policy	In-Class Activity Project 1
Interpret state law and agency policy to identify the scope of authority of a given situation	In-Class Activity
Analyze situation and perform in accordance with state law and agency policies	Scenarios

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST's 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG's opinions, and Commission policy to take appropriate enforcement action.
Take appropriate action on complaints to ensure licensees' compliance.
Legally search a person, vehicle, or premises, pursuant to a warrant or valid warrant exception.



Analyze facts to decide appropriate enforcement action, including education, counseling, warnings, and Notice of Violation Tickets.

Physical Requirements

Sit continuously (car, desk, etc.).

Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).

Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).

CONTENT SUMMARY:

- I. Civil Liability
 - a. Constitutional Rights Generally
 - b. Federal Statutes (Title 18/Title 42 USC)
 - c. Indemnity and Defense of Regulatory Specialists
 - d. Qualified Indemnity
- II. Reducing/Preventing Civil Liability
 - a. Follow Policies and Procedures
 - b. Documentation / Professionalism
 - c. Proactive Thinking and Tactics
- III. Where Does a Regulatory Specialist's Authority Come From?
 - a. Authority of a Regulatory Specialist ORS 471.775(2)
 - 1. ORS 133.220 / Who May Make Arrest
 - 2. ORS 133.310 / Authority of Peace Officer to Arrest without Warrant
 - 3. ORS 153.008 / Violations Described
 - b. Oregon Administrative Rules (OAR 845-004-0120)
 - c. Policies and Procedures (PP 845-471-009)
- IV. What Does This Authority Allow a Regulatory Specialist To Do?
 - a. to conduct inspections or investigations
 - b. to make arrests and seizures
 - c. aid in prosecutions for offenses
 - 1. Service of subpoenas by Regulatory Specialists (ORS 471.775)
 - d. issue criminal citations and citations for violations
 - e. otherwise enforce this chapter (ORS chapter 471)
- V. Authority of Partnerships
 - a. Duty of Police to enforce Liquor Control Act (ORS 471.605)
 - b. Resisting arrest or interfering with enforcement (ORS 471.675)



SEARCH & SEIZURE

INSTRUCTIONAL GOAL:

This course is designed to:

1. Develop a new Regulatory Specialist's understanding of the legal authority related to search and seizure activities.
2. Provide guidelines to a new Regulatory Specialist for conducting lawful, safe and thorough search and seizures.
3. Utilize reality-based scenarios to enhance a new Regulatory Specialist's ability to conduct lawful, safe and thorough search and seizures.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Articulate the lawful scope, justification and manner for various types of searches	In-Class Activity Scenario Investigation Report
Articulate the legal authority to conduct a seizure	In-Class Activity Scenarios
Analyze a situation and determine appropriate application of search procedures	Scenarios

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST's 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG's opinions, and Commission policy to take appropriate enforcement action.



Legally search a person, vehicle, or premises, pursuant to a warrant or valid warrant exception.

Physical Requirements

Sit continuously (car, desk, etc.).

Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).

Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).

Participate in area searches (walking, standing, kneeling, crawling, lifting, bending, etc.) looking for items or person(s).

CONTENT SUMMARY:

- I. Fundamental Principles
 - a. US Constitution – Fourth Amendment
 - b. Oregon Constitution – Article I Section 9
 - c. Legal Preferences
- II. Warrant
 - a. General Requirements
 - b. Contents
 - c. Execution
 - d. Objects
 - e. List
- III. Absent a Warrant
 - a. Incident to Arrest
 - b. Federal Law
 - c. Moveable Vehicles
 - d. Exigent Circumstances
 - e. Emergency Aid and Caretaking
 - f. Consent
 - g. Inventory
- VI. Juveniles
 - a. Stops
 - b. Citing
 - c. Releasing
 - d. Another County
 - e. Custody
 - f. Photographing and Fingerprinting
 - g. Lack of Consent



SITUATIONAL AWARENESS

INSTRUCTIONAL GOAL:

This course is designed to:

1. Develop a new Regulatory Specialist's skills to recognize potential risks and activities that may affect safety or job performance.
2. Utilize reality-based scenarios to enhance a new Regulatory Specialist's ability to recognize potential risks and activities that may affect safety or job performance.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Recognize potential dangers and risks associated with circumstances and surroundings	Scenarios Project 2

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST's 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG's opinions, and Commission policy to take appropriate enforcement action.
Observe activities on licensed premises, both openly and covertly.
Physical Requirements
Sit continuously (car, desk, etc.).
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).
Visually detect and identify images, facial features, body features, and movement of persons and objects in varying light conditions.



Accurately determine a full-range of colors (clothing, substances, skin tones, etc.) in varying light conditions.

Visually detect and identify transitory and subtle changes in body language (pupil constriction or dilation, skin color, respiration changes, etc.).

Possess three-dimensional vision, sufficient for clear depth perception, image placement and location sufficient for complex visual tasks (driving a vehicle in emergency conditions, pursuit of persons over complex surfaces in unpredictable conditions, stairs, steps, obstacles, weapons use, etc.).

Maintaining a state of hypervigilance (highly concentrated mental and sensory attention) over a protracted period of time.

CONTENT SUMMARY:

- I. Defining situational awareness
- II. Tactics
 - a. Pre-planning
 - b. Assessment
 - c. Actions
- III. Proper Mindset
 - a. Observing and knowing your surroundings
 - b. Recognizing threat at an early stage
 - c. Identifying potential threat and/or dangerous situations
 - d. Recognizing something is out of the ordinary
 - e. Trusting your "gut" or instinct
- IV. Identify dangers/risks
 - a. Rural area
 - b. Urban area
 - c. Gang activity
 - d. Visibly intoxicated people
 - e. Premises with a history of persistent problems
 - f. After hours consumption
 - g. Indication of weapons
 - h. Police response or lack of
 - i. Culture of the premises
 - j. Unknown risk
 - k. Environmental risk factors known
 - l. Known drug activity
 - m. Security or no security



- n. Large event: (Concert, fair, rodeo, MIP party, etc.)
- V. Floor plan
- a. Number of entrances
 - b. Where are the exits
 - c. Where is the bar/counter placed
 - d. Multi-level
 - e. Choke points
 - f. Minor postings
- VI. Control plan for special event
- a. Number of entrances
 - b. Exit points
 - c. How many bars are serving (beer/wine or distilled spirits)
 - d. How large is the event
 - e. Number of security professionals
 - f. Alcohol monitors
 - g. Who is providing security
 - h. Who is managing the event
 - i. What type of event (Concert, fair, rodeo, rave,)
 - j. Police presence
- VII. Equipment and resources needed to enhance a safe and effective environment
- a. Knowing your equipment and where it's placed
 - b. Internal and external communication abilities
 - c. Positioning
 - d. What type of presence needs to be displayed
 - e. Alternative plan
- VIII. Surroundings
- a. Parking lot
 - b. Observe your environment and constantly evaluate it
 - c. Potential for the environment to change
 - d. What actions are practical/impractical
 - e. Identify all the exits when you enter a premises
 - f. Take a quick head count of patrons
 - g. Recognizing patrons coming and going
 - h. Notice body language
 - i. Ability to collect physical evidence, interview persons, etc.
 - j. Alternative plan



SOCIAL PROGRAMS

INSTRUCTIONAL GOAL:

This course is designed to:

1. Introduce a new Regulatory Specialist with the different types of Public Safety Programs.
2. Utilize reality based scenarios to enhance a new Regulatory Specialist's ability to perform effectively within the different types of Public Safety Programs.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify the different types of Public Safety Social Programs	Project 2
Describe and/or demonstrate a Regulatory Specialist's role when participating in a Social Program	In-Class Activity Scenarios

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST's 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG's opinions, and Commission policy to take appropriate enforcement action.
Accompany Minor Decoys to licensed businesses while purchases are attempted.
Design and implement specialized training programs to educate and counsel licensees and others regarding liquor control laws and policies.
Communicate effectively with people of diverse cultural, ethnic, and socioeconomic backgrounds.
Convincingly assume the role of a patron at a licensed or unlicensed area or premises.
Physical Requirements



Sit continuously (car, desk, etc.).
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).
Evacuate people from an area or a building.

CONTENT SUMMARY:

- I. ID Checking
 - a. Acceptable Forms
 - b. Guidelines
 - c. Tools
 - d. "How To"

- II. High Priority ID Checking
 - a. Social Programs
 - b. Implementation

- III. Minor Decoys
 - a. Purpose
 - b. Goals
 - c. Notification
 - d. Selection of Premises
 - e. Random
 - f. Targeted
 - g. Selection of Decoys
 - h. Actions of Decoys
 - i. Responsibility – Regional Manager
 - j. Responsibility – Regulatory Specialist
 - k. Regulatory Specialist Conducting Decoy
 - l. If Premises Sells
 - m. If Premises Refuses

- IV. Party Dispersal
 - a. Prevention
 - b. Education
 - c. Notification
 - d. Parent Tips
 - e. Controlled Dispersal
 - f. Enforcement as a Tool
 - g. Complaints



STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
2015 OLCC CURRICULUM OVERVIEW

- h. Statutes
- i. Response
- j. Enforcement Components
- k. Processing the Scene
- l. Three Station Approach
- m. Success Stories



STRESS MANAGEMENT

INSTRUCTIONAL GOAL:

This course is designed to:

1. Develop a new Regulatory Specialist's ability to recognize the effects of acute and/or chronic stress.
2. Provide a new Regulatory Specialist with tools and resources for stress reduction.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Recognize the physical and psychological effects of stress.	In-Class Activity
Identify appropriate techniques for coping with stress.	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST's 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG's opinions, and Commission policy to take appropriate enforcement action.
Physical Requirements
Sit continuously (car, desk, etc.).
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).
Cope with the physical effects of acute emotional stress, such as fear, anger, etc. (self and family).
Cope with the physical effects of chronic cumulative emotional stress (self and family).



CONTENT SUMMARY:

- I. Introduction
- II. Introduction to Stress First Aid
- III. Stress Continuum Model
- IV. Stress Injuries
 - a. Videos
 - “Defiance”
 - “Now, After”
- V. Stress First Aid actions
 - a. Check
 - b. Coordinate
 - c. Cover
 - d. Calm
 - e. Connect
 - f. Competence
 - g. Confidence
 - h. Scenarios
- VI. Career Balance
- VII. Evaluation and close out



USE OF FORCE

INSTRUCTIONAL GOAL:

This course is designed to:

1. Familiarize a new Regulatory Specialist with relevant state statutes, as well as state and federal case law, concerning the use of force.
2. Develop a new Regulatory Specialist's decision-making skills related to the use of reasonable force to effectively overcome and control resistive and/or hostile behavior.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Articulate justification under Oregon Revised Statutes to use physical force upon a person	Exam
Describe constitutional considerations relevant to the use of force as a Regulatory Specialist	Exam
Identify factual information required in a written use of force report	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks identified in Appendix G of DPSST's 2013 *Regulatory Specialist Job Task Analysis*:

Non-Physical Tasks
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Identify and apply relevant statutes, rules, case law, AG's opinions, and Commission policy to take appropriate enforcement action.
Physical Requirements
Sit continuously (car, desk, etc.).
Cope with the emotional and physical impact of constant scrutiny and criticism (management, attorneys, judges, the public, etc.).
Perform repetitive hand movements (typing, mouse, bar code scanning, etc.).



Subdue resisting or attacking person(s) by using defensive tools such as a baton, OC spray, etc., without assistance.

Subdue resisting or attacking person(s) by using defensive tactics techniques such as pressure points or holds, without assistance.

Subdue resisting or attacking person(s) by using defensive tools such as a baton, OC spray, etc., with assistance.

Subdue resisting or attacking person(s) by using defensive tactics techniques such as pressure points or holds, with assistance.

Use whatever force is reasonably necessary to protect self or others from bodily harm.

CONTENT SUMMARY:

Law

- I. Relevant Oregon Revised Statutes – Oregon Criminal Code
 - a. “Justification” - ORS 161.195
 - b. Use of Physical Force - ORS 161.205 (4)
 - c. Use of Physical Force - ORS 161.205 (5)
 - d. In Defense of Persons – ORS 161.209
 - e. Limitations - Use of Physical Force in Defense of Persons – ORS 161.215
 - f. Use of Physical Force by Private Person Making Citizen’s Arrest – ORS 161.255
 - g. Use of Physical Force in Making an Arrest or in Preventing an Escape – ORS 161.235
 - h. Reasonable Belief – ORS 161.245
 - i. Use of Physical Force in Resisting Arrest Prohibited - ORS 161.260

- II. Relevant Constitutional Case Law – Graham v. Connor, 490 U.S. 386 (1989)

Application

- I. Lawful Reasons to Use Force
 - a. To detain a suspect of a possible crime
 - b. To arrest someone
 - c. To stop someone from hurting you (Law Enforcement) or another person
 - d. To prevent someone from escaping from law enforcement custody
 - e. To stop someone from killing or harming themselves
 - f. To prevent destruction of property
 - g. To stop someone from interfering with an investigation
 - h. To protect a crime scene



II. Definitions and Explanations

III. Totality of the Circumstances

- a. Contextual Clues
- b. Verbal Clues – Obvious
- c. Verbal Clues – Subtle
- d. Physical Clues – Obvious
- e. Physical Clues – Subtle

IV. Types of Resistance

V. Amount of Force vs. Types of Force

- a. Types of Force/Force Options
 - i. officer presence
 - ii. verbal control
 - iii. physical force

VI. Post Use of Force

- a. General Force Incident vs. a Critical Incident – post incident procedures

VII. Use of Force Reports

- a. References
 - i. Oregon Revised Statutes relevant to Use of Force issues
 - ii. Federal and State Case Law relevant to Use of Force issues