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Principles of Law, Public Safety, Corrections, and Security



Teacher Edition

CTE Edition

Principles of Law, Public Safety, Corrections, and Security

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Principles of Law, Public Safety, Corrections, and Security - 1

- (1) (A) The student is expected to achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.

Achieve Business and Industry Employability.

Principles of Law, Public Safety, Corrections, and Security - 2 (A, B, and C)

- (2) (A) apply English language arts knowledge and skills required for career and postsecondary education opportunities;
(B) apply mathematics knowledge and skills required for career and postsecondary education opportunities; and
(C) apply science knowledge and skills for career and postsecondary education associated with the career field.

Career and Postsecondary Education.

(A) apply English language arts knowledge and skills required for career and postsecondary education opportunities

Background Information:

In most career roles, and postsecondary education, individuals need to meet basic requirements such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and acting ethically in all areas. From your first day, each of these categories is going to be monitored for each of you; it is the best training/education we can provide to ensure readiness for your chosen career or postsecondary education. You will be designing forms which are to be completed weekly, detailing your attendance, and your on-time arrival. For meeting deadlines, working toward personal/team goals every day, and ethical use of technology, your teacher will advise you of the time he or she will provide to you for return of assignments which are set for each and every chapter. You will jointly create the forms to ensure full comprehension. See Appendix A.

The first area of study is about good communication skills. Many postsecondary education opportunities demand examination certificates in English Language Arts, (ELA) to allow entrance to courses. Verbal communications will be assessed at interviews and all ELA skills will be reviewed in your application, including spelling, punctuation and clarity. In most careers, both written and verbal communications must meet a minimum level of achievement set by each employer. For example, if working as an officer in law enforcement, dealing with communities on a daily basis, English skills will be tested and additional training provided for specialist requirements such as report writing. ELA skills in this career are vital as officers create reports about incidents containing evidence used in courts. Verbal communications are critical as officers investigate organizations and individuals at crime scenes or are patrol officers in a community. Lives can depend upon the written and verbal communication skills of an officer. Non-verbal communication skills such as hand signals or facial expressions are often forgotten within a review of ELA skills but, in law enforcement, training is provided for body language, including voice quality.

There are many careers; most require good English language arts skills, especially any role where a person deals with the general public. Most employers and postsecondary courses will provide ongoing training to improve staff communications. For writing reviews, look for clear and concise summaries. This is true for any health care professional, as teams of professionals share information and, for law enforcement officers, when completing call reports or incident sheets or when labelling evidence, as there will be many other professionals relying upon the note taking and report writing skills of an officer.

Verbal communication affects people in workplaces or postsecondary environments as verbal exchange enables information sharing, clarifies roles/tasks, and summarizes facts and also emotions. Communication is continually used to exchange information with others, whether in an office, at a crime scene, in a store or working as a teacher. One usually communicates verbally in meetings, interviews, conferences, speeches, and phone calls in most careers. You communicate verbally to exchange ideas, understand other points of view, and solve problems; therefore, verbal skills are highly valued by employers.

(B) apply mathematics knowledge and skills required for career and postsecondary education opportunities

Background Information:

High quality writing skills are required for most professions, especially those relating to public duties. These skills will help you find jobs, advance your career, and improve your performance whatever role you choose. For some roles, such as speech therapists, translators, and attorneys, both verbal and written communication skills are mandated. Math and science are a very important part of most postsecondary education and career roles. If a person wishes to complete their masters in criminal law, they will need to understand the scientific evidence of a forensic scientist. The forensic scientist students, and persons in the role, use mathematics and science every day. In fact, in the criminal justice system, math and science are critical skills. Think about the investigative process of a crime scene. Suspects can be identified and assigned guilt based on how the criminal justice professionals use their math and science knowledge. All of the results have to be accurate to be given as evidence in court; and might require math and science experts to testify.

For example, officers often need, on a regular basis, to apply mathematical formulae to determine the speed of vehicles when traveling, at the moment of impact at an accident scene, by measuring the skid marks. Information for the formula they use is:

S equals the speed

D equals the distance of the skid marks

F equals the coefficient of friction

The coefficient of friction is calculated by considering these factors:

1. What was the amount of force which acted upon the tires of the vehicle
2. Did the weight of the vehicle have any influence
3. A review of the surface, as the material of the road could have influence
4. Consideration of weather conditions at the incident scene



Principles of Law, Public Safety, Corrections, and Security - 5 (A, B, C, D and E)

(5) The student implements measures to maintain safe and healthful working conditions in a law and public safety environment. The student is expected to:

- (A) identify, analyze, and evaluate the dangers associated with the different career fields;
- (B) create and recommend strategies for issues related to the safety and health of employees based on an assessment of a simulated workplace environment;
- (C) discuss methods for safe handling of hazardous materials;
- (D) discuss the importance of good health and physical fitness; and
- (E) demonstrate first aid, cardiopulmonary resuscitation, and automated external defibrillator procedures.

Health and Safety

Background Information:

To identify, analyze, and evaluate the dangers associated with different career fields, we shall review law enforcement, correctional institutions and firefighting.

Law Enforcement Dangers

We all know that when processing a crime scene, whether it be a traffic incident, a murder or a robbery, officers face physical dangers.

Traffic incidents

- other traffic
- occupants of suspect vehicle assault
- gun shot wounds if suspects in vehicle are armed

Murder

- fleeing suspect assault
- suspect gun shot wound
- injury by falling when chasing suspect

Robbery

- assault by suspects
- gunshot wounds
- injury or death from high speed chase or falling if running

Other dangers that can relate to for any of the above situations but are often premises-linked are: coming into contact with hazardous materials, or becoming ill due to being infected with a disease. Depending upon officer location, they can face extreme weather conditions such as snow bound communities and below freezing temperatures. Of course, the obvious dangers listed above are added to by personal stresses. It is unlikely one would guess the main danger in this area; complacency. The dangers become normal, and as a plumber, just for a second may forget that water needs to be switched off before a repair, an officer may be complacent and miss one of the usual checks. Often, due to long shift hours, officers become exhausted, cannot function in a healthy manner, and are found asleep. Officers can become very stressed when there is no break in a dangerous situation and/or a situation is continually changing.

As we have noted, an officer needs to be calm. It is easy to write this statement but not at all easy for an officer to stay calm and confident in extreme danger.

Emotions can be damaged long term. The stress levels are so high. By trying to control a situation, they may become low in energy, both physical and emotional.

All of these stresses can break families apart and there is a high rate of divorce. Officers also have a very high rate of alcoholism. When these stresses become too great, sadly, another high rate is suicide by officers.



Fire Department Dangers

Many of the physical dangers are the same as for law enforcement officers; falling, not from chasing a suspect, but from climbing structures that are on fire or give access to the building.

Personal stresses, long hours, dangerous situations carrying on for long time periods. Firefighters also face disease and hazardous materials.

Some dangers are specific to firefighters:

- risk of life when extinguishing fires
- risk of life due to collapse of building or flying debris
- risk of life from smoke inhalation

There are dangers that are not a usual daily occurrence that police and firefighters face.

- Bomb threats
- Injury when fire engine traveling at high speed in emergencies
- Getting separated from the team during dangerous activities

In each of the police and fire fighting career fields, analysis of risks is mandated.

Each incumbent will be fully trained in each risk. They will know which are high risks and which are low. For example, a crime scene with an armed felon will be higher risk than one without any arms. A traffic accident with one unarmed occupant will be lower risk than an accident with armed felons in the vehicle.

For firefighters, disposing of a bomb will be high risk for which there will be process steps to be followed, and a large wild fire encompassing many homes is higher risk than a small fire of one vehicle.

Security Services Dangers

The main physical danger facing security officers is the fact that they are unarmed. They often work with similar targets to the police, but without the training the officers have been given and although they are confused, by suspects, with officers, they are not. Being unarmed makes this situation very dangerous. One specific area of danger is that they work in locations that are typically high danger areas e.g. a war zone. They will also work in the community and face communicable disease and hazardous materials.

Activity: Create a Venn diagram showing dangers associated with different career fields to identify which are common to all agency professionals.

Literacy Link:

Work in pairs. Each pair should be allocated with one of the following:

a minor wound; an amputation; shock; impaled object; anaphylactic shock; burn; poisoning; frost bite; hypothermia; heat exhaustion.

- Each pair should write a sentence in which their given issue occurs. Once written, pairs should take turns reading their scenarios aloud to the rest of the class. The rest of the class should work together to discuss how the situation should be handled and what should be done.
- During this exercise you should give and ask for extra information as needed. Feel free to ask questions and share information. Continue to practise your communication skills by using new key words and expressions you have learned so far throughout this course, as well as your concrete vocabulary.
- Add terms to word wall.
- Work in small groups and create a simulated workplace environment.
- Create and recommend strategies for issues related to the safety and health of employees by assessing your environment.
- Discuss what improvements may help all career field officers keep themselves and others safe.

Activity 1:

Students will break into groups of 4 or 5 and discuss new strategies for the safety of employees in the workplace. Each group will share their strategies with the class.

Activity 2:

Students will break into groups of 4 or 5 and discuss new strategies for the health of the employees in the workplace. Each group will share their strategies with the class

Activity 3:

Pair up and practise the steps of CPR for adults. Use the handout, 'What is the first step in CPR?' and 'How to use a Defibrillator' and review actions required.

What is the first step in CPR? **Check for a response**

Activity 4:

Students will pair up and practise the steps to use a defibrillator. Name the steps for how to use an AED.

1. Turn on AED.
2. Place pads on victim
3. Analyze the heart rhythm
4. Shock if prompted

Activity:

Students need to pair up to discuss the symptoms and practise the treatment for each emergency listed below. Both students in the pair will each have a turn with all the emergencies listed.

1. Minor wounds
2. Impaled object
3. Shock
4. Burns – chemical
5. Burns – electrical
6. Poisoning
7. Frostbite
8. Hypothermia
9. Heat stroke

Activity 1:

Name the dangers in Fire Department careers.

The physical dangers are:

Putting out fires of all types; The risk of falling debris; The risk of falls; Smoke inhalation; Exposure to communicable diseases; Exposure to hazardous materials; The threat of bombs; Getting separated from the team during dangerous activities; The risk of search and rescue in dangerous locations or during emergencies

Name the dangers associated with Law Enforcement careers.

The physical dangers are:

Assault; Shootings; Falls; Coming into contact with hazardous materials; The exposure to communicable disease; The exposure to extreme weather conditions; The risks associated with situations involving criminal activity and/or felons; The risks associated with traffic stops, accidents, and traffic direction

Activity 2:

Discuss with your partners safe handling of hazardous spills, and list them.

Spill Procedures**To safely handle spills**

1. Find the location of spills
2. Discover how much material might have been released
3. Confirm the physical and chemical properties of the spill
4. Find out what is hazardous about the material
5. Make a note of the location of spill kits

The general procedures for spills:

1. Make sure there are no heat sources or sources of ignition
2. Make sure that any casualties are attended to
3. Make sure everyone close by is aware of the spill and move everyone away as soon as possible
4. Open windows and ventilate the area to make sure that you avoid breathing in the vapors

Questions:

1. Which one is not a type of danger with law enforcement?

- | | | |
|----|------------------------|-------------------------------------|
| a. | Stress-related dangers | <input type="checkbox"/> |
| b. | Emotional dangers | <input type="checkbox"/> |
| c. | Psychological dangers | <input type="checkbox"/> |
| d. | Physical dangers | <input type="checkbox"/> |
| e. | None | <input checked="" type="checkbox"/> |

2. Which one of these physical dangers was not discussed for law enforcement officers?

- | | | |
|----|--|-------------------------------------|
| a. | Exposure to communicable disease | <input type="checkbox"/> |
| b. | Staying on high alert for extended periods | <input checked="" type="checkbox"/> |
| c. | Risks from traffic stops, accidents, and directing traffic | <input type="checkbox"/> |
| d. | Falls | <input type="checkbox"/> |

3. Which is an emotional danger for law enforcement officers?

- | | | |
|----|---|-------------------------------------|
| a. | Remaining stoic in difficult situations | <input type="checkbox"/> |
| b. | Shootings | <input type="checkbox"/> |
| c. | High divorce rates | <input type="checkbox"/> |
| d. | Exposure to extreme weather conditions | <input type="checkbox"/> |
| e. | A, B & C | <input checked="" type="checkbox"/> |

4. Shift work, long hours, being tired and unable to remain alert, falling asleep on the job, and working shifts are not conducive to family life. These are which type of law enforcement danger?

- | | | |
|----|------------------------|-------------------------------------|
| a. | Physical dangers | <input type="checkbox"/> |
| b. | Emotional dangers | <input type="checkbox"/> |
| c. | Stress-related dangers | <input checked="" type="checkbox"/> |
| d. | All | <input type="checkbox"/> |

5. Which one of these is not a physical danger faced by firefighters?

- | | | |
|----|--------------------------|-------------------------------------|
| a. | Fires | <input type="checkbox"/> |
| b. | Separation from the team | <input type="checkbox"/> |
| c. | Shopping for meals | <input checked="" type="checkbox"/> |
| d. | Falling debris | <input type="checkbox"/> |

Appendix A

When you are in High School, you have many choices coming your way. Should I go to College, should I get a job, should I work part time and go to college part time?

Should you choose to get a job after graduation, it is important to have employability skills. This means the skills that companies and business are looking for on top of your educational qualifications. Some of those skills are

Attendance – Employers are always looking for dependable members of staff. Making sure you go to work each day and carry out your tasks to the best of your ability is important and will make you a valued team member.

Punctuality – It is important to be on time so that the business you are working for runs smoothly. Being late means that someone else has to cover for you, meaning the customer may not get the service to which your company aspires.

Meeting deadlines – If you are set a deadline, it is usually because completing your task is part of a wider project. Meeting the deadline means that the project can progress to a conclusion. Missing the deadline would impact your colleagues working on other areas of the project. Being a good team player and meeting deadlines is essential when being a good employee.

Personal goals – It is important to always try to improve and learn new skills. Being a little bit better at what you do every day adds up over the weeks and months. Always have a list of goals you want to achieve. Maybe it would be to never have more than 10 items on your to do list or to process an order within a certain period of time.

Team goals – Team goals are important to drive a business forward to new heights. Working as part of a team is very rewarding and always valued by employers. As a team, you should agree goals together and figure out what your part will be. Perhaps you want to improve safety in the warehouse by always using the correct equipment or as a team you will always answer the phone within 5 rings.

Ethical use of technology – Technology has changed the workplace in countless ways. Can you imagine a world without e-mail where a letter would take days to arrive? It is important to recognise that what you use your computer for at work is different to when you are at home. At work you are being paid to achieve the tasks set by your employer. It is not acceptable to use your work computer to check social media or watch videos. Certain material on the internet is also not to everyone's taste and other colleagues may find it offensive. Always use technology appropriately and to accomplish the tasks set for you.

Activities

1. In pairs, stage a mock interview. Decide between you what the job is you are going for and role play. Make sure that the questions that you ask relate to employability skills. Give examples of how you achieved the skills listed. Switch over so both of you act as employer and potential employee. When the interview is over discuss how it went, what could you improve on and what would you do the next time you go for an interview.
2. Set yourself some personal goals which, if you achieved them, would make you more employable.