



CRIMINAL JUSTICE



PURPOSE

To evaluate each competitor's preparation for employment and to recognize outstanding students for excellence and professionalism in the field of law enforcement.

ELIGIBILITY

Open to active NYS SkillsUSA members enrolled in programs, work-based learning or community training programs with law enforcement and/or public safety as the occupational objective.

Participants may not be currently, or have in the past been, employed as a police officer. This includes individuals hired and being trained in a law enforcement agency to serve as an officer. This prohibition does not include individuals working in corrections, dispatch, or other public service officers.

CLOTHING REQUIREMENT

NYS SkillsUSA Contest Specific

- Official program uniform with school and personal identification removed/concealed or black trousers with white shirt,
- plain black tie with no pattern or a SkillsUSA black tie.
- Black socks
- black leather work shoes or boots. Shoes must be all leather (no canvas), completely enclosed (no open toe or open heel). Athletic style shoes that meet the criteria are acceptable.
 - Black belt.

Note: Skirts and high-heeled shoes are not permitted.

Note: Safety glasses must have side shields or goggles. (Prescription glasses may be used only if they are equipped with side shields. If not, they must be covered with goggles.)

Note: Contestants must wear their contest clothing to the contest orientation meeting. Also bring #2 pencil, resume, safety assurance form and conference program.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee: All necessary materials for the competition not specified elsewhere.
2. Supplied by the competitor:
 - a. Small pocket notebook for field notes
 - b. Pens and #2 pencils (two each)
 - c. Duty belt
 - 1.) Training holster with training/simulated weapon
 - a.) Training weapon must be inert
 - b.) Training weapon must clearly be a training weapon — red gun style. Similar bright colored training weapons are acceptable.
 - c.) Weapon should be stored until needed for competition
 - d.) Do not wear in public areas outside of competition area
 - 2.) Handcuffs and case
 - 3.) Handcuff key
 - 4.) Flashlight
 - 5.) Two pairs of non-latex examination gloves and pouch
 - 6.) Competitors may NOT have unauthorized equipment (e.g., batons)
 - d. Clipboard or “posse box” for paperwork
 - e. All competitors must create a one-page resume. See “Resume Requirement” below for guidelines.

RESUME REQUIREMENT

Competitors must create a one-page resume to submit at orientation.

DEVICES

Cell phones or other electronic devices not approved by the NYS Chairperson will be collected by the contest chair during the competition. Chairpersons will announce their acceptance by listing it on their standard or at the orientation meeting. In case of emergencies advisors should allow the competitors to take their phones to the contest areas.

If the competitor uses their device in a manner which compromises the integrity of the competition, the competitor’s score may be penalized.

SCOPE OF THE COMPETITION

The competition is defined by industry standards as identified by the NYS SkillsUSA technical committee. The following is a list of materials used in the formation of the competition:

- Eyewitness Evidence: A Trainer's Manual for Law Enforcement
<https://nij.ojp.gov/library/publications/eyewitness-evidence-trainers-manual-law-enforcement>
- Criminal Justice: An Overview of the System
<http://www.oercommons.org/courses/criminal-justice-an-overview-of-the-system/view>

KNOWLEDGE PERFORMANCE

All competitors are required to take the NYS SkillsUSA professional development test online.

The competition includes an exam assessing knowledge of laws and processes related to criminal justice. See Appendix B for a study guide.

SKILLS PERFORMANCE

The competition will include activities that simulate situations encountered by criminal justice professionals. See Appendix A for a list of examples.

COMPETITION GUIDELINES

1. Each competitor must work independently without assistance from instructors, other competitors or observers. Contact with competitors must be coordinated through designated event staff only. Any violation of this may disqualify the competitor.
2. Cell phones, iPads/tablets, smart watches, wearable technology or any other electronic device is prohibited from the competition area.
3. Only competitors, judges and event staff are allowed in the competition area at any time. Observation is limited to the area designated by the judges or event staff. The outdoor competition area may only be accessed by judges, competitors and event staff. Any violation of this may disqualify the competitor.
4. No one may contact judges in any way and at any time without the expressed permission of the competition coordinator.

STANDARDS AND COMPETENCIES

CJ1.0—Explain concepts and applications of the major principles of federal laws related to criminal justice

- 1.1. Identify major themes of constitutional law and criminal law
- 1.2. Describe applicable laws of arrest
- 1.3. Describe rules of evidence
- 1.4. Explain federal laws related to search and seizure
- 1.5. Describe principles of juvenile law
- 1.6. Explain surcharges and civil and criminal liabilities

CJ 2.0 — Demonstrate standard patrol procedures in a simulated situation

- 2.1. Describe commonly accepted procedures used for patrol
- 2.2. Plan patrol routes and practices
- 2.3. Use protocols in communicating with dispatcher
- 2.4. Describe safe operation of a police vehicle
- 2.5. Direct and control traffic as needed
- 2.6. Write a clear and concise report
 - 2.6.1. Use proper grammar, punctuation and spelling
 - 2.6.2. Identify persons involved
 - 2.6.3. Provide a full description of the person(s) and vehicle(s) involved
 - 2.6.4. Obtain a statement from the victim
- 2.7. Accurately investigate and record a traffic incident
- 2.8. Conduct a records check of suspicious subjects
- 2.9. Exhibit defensive techniques when encountering a suspicious subject

CJ3.0—Demonstrate the proper use of firearms and less-than-lethal options used in law enforcement situations

- 3.1. Describe standard protocols that govern the use of firearms and less than lethal options
- 3.2. Identify components of common firearms and less than lethal options
- 3.3. Explain the use and effect of common firearms and less than lethal options
- 3.4. Show the use of a firearm in a simulated situation
- 3.5. Show the use of a less than lethal options in simulated situation

CJ 4.0 — Demonstrate the knowledge and skills needed for emergency and crisis situations encountered by law enforcement officers

- 4.1. Use crisis intervention techniques
- 4.2. Apply basic elements of emergency response
 - 4.2.1. Bleeding control (e.g., Stop the Bleed)
 - 4.2.2. Single rescuer CPR - Red Cross rubrics used
 - 4.2.3. Defibrillation
 - 4.2.4. Opiate overdose treatment (e.g., Naloxone)
- 4.3. Demonstrate first aid procedures

CJ5.0—Explain trial procedures and provide testimony for a given situation

- 5.1. Explain typical trial procedures
- 5.2. Describe roles of those involved in trials and hearings
- 5.3. Prepare for trial as a witness

- 5.4. Provide testimony in a given situation

CJ 6.0 — Demonstrate communication and interpersonal skills used in criminal justice situations

- 6.1. Show courtesy and professionalism
- 6.2. Actively listen to others
- 6.3. Use eye contact to establish rapport
- 6.4. Shake hands and introduce self to others
- 6.5. Speak clearly and effectively
- 6.6. Use proper grammar
- 6.7. Answer questions precisely
- 6.8. Follow protocol in communicating to a dispatcher

CJ 7.0 — Demonstrate standard procedures for basic criminal investigation in a given situation

- 7.1. Explain procedures for searching for evidence
- 7.2. Identify evidence at a crime scene
- 7.3. Document location where evidence was collected
- 7.4. Bag and label evidence
- 7.5. Follow chain of custody protocols
- 7.6. Conduct a proper interview with a victim/witness
- 7.7. Use proper interrogation techniques
- 7.8. Use the proper technique for rolling fingerprints
- 7.9. Use the proper technique to collect fingerprints
- 7.10. Place collected fingerprints to card
- 7.11. Check for legibility of collected prints

CJ8.0— Demonstrate procedures to arrest and search a subject in a simulated situation

- 8.1. Approach a subject safely and professionally
- 8.2. Use procedures that ensure safety at all times
- 8.3. Obtain identification from a subject
- 8.4. Identify and describe probable cause prior to arrest
- 8.5. Check for active warrants through dispatcher
- 8.6. Place subject under arrest
- 8.7. Notify subject of reason for arrest
- 8.8. Use a safe handcuffing procedure to secure subject
- 8.9. Pat down or search subject using safe procedure
- 8.10. Find and remove weapons from subject
- 8.11. Secure removed weapons

CJ 9.0 — SkillsUSA Framework.

The SkillsUSA Framework is used to pinpoint the Essential Elements found in Personal Skills, Workplace Skills and Technical Skills Grounded in Academics. Students will be expected to display or explain how they used some of these Essential Elements. Please reference the graphic above, as you may be scored on specific elements applied to your project. For more, visit: www.skillsusa.org/about/skillsusa-framework/.



APPENDIX A

The list below is not exhaustive but represents the range of possible competition scenarios:

- Traffic accident
- Vehicle pullover
- Traffic argument
- Use of force evaluation
- Fingerprint lift — be familiar with powder or magnetic
- Witness/victim interview
- Job/board interview
- Suspect interview
- 911 Hang-up call
- Homeless interaction
- Police report
- Medical emergency
- Civil disturbance — neighbors arguing
- Domestic violence
- Welfare check
- Found/lost property
- Landlord dispute
- Rolling fingerprint
- Crisis/mental health intervention
- Missing/lost person report
- Using de-escalation techniques
- Suspicious person call
- Trespassing/loitering call
- Testify to an observed or acted scenario

APPENDIX B

The list below is not exhaustive but represents most terms and topics on the test:

- First police agency to _____? (historical and notable milestones of the occupation)
- Robert Peel
- August Vollmer
- Branches of government/checks and balances
- 1st Amendment

- 4th Amendment
- 5th Amendment
- 6th Amendment
- 8th Amendment
- 10th Amendment
- Knapp Commission
- English Common Law
- Code of Hammurabi
- Napoleonic Code
- Social Conflict Theory
- Choice Theory
- Biological Theory
- Social Disorganization Theory
- Voir dire examination
- Peremptory challenges
- Nolo contendere
- Plea bargaining
- Insanity
- Entrapment
- Alibi
- Self Defense
- Diminished mental capacity
- Infancy
- Beyond a reasonable doubt
- Reasonable suspicion
- Probable cause
- Felony
- Robbery
- Misdemeanor
- Burglary
- Embezzlement
- Murder
- Manslaughter
- Petty Theft
- Terry v. Ohio,
- Graham v. Connor
- Mapp v. Ohio
- Tennessee v. Garner
- Miranda v. Arizona
- Civil v. Criminal
- Sentencing
- Opening statements
- Defense's case
- Closing Arguments

- Jury Deliberations
- Prosecution's case
- Tort
- Juvenile-only offenses
- Juvenile rights
- Parole
- Furlough
- Probation
- Trustee
- Prisoner rights
- Adult v. juvenile terms
- Incapacitation
- Deterrence
- Restorative justice
- Rehabilitation
- Death penalty exclusions
- Local jail v. state prisons
- Legal searches parameters
- Exigent circumstances
- Detention v. arrest
- When search warrants are not required v. when they are
- Coercement
- Exclusionary rule
- Inevitable discovery
- Judicial review
- Consent
- Stop and frisk
- Order of a body search
- Reasonable Suspicion v. Probable Cause
- DUI/DWi probable cause for arrest
- Consensual encounter
- Internal Affairs
- Unethical v. illegal
- Purpose of an accident investigation
- Own recognizance
- First priority of officer at accident scene
- First priority of officer responding to a call
- Private property traffic law enforcement
- Driving reaction times
- Reckless driving
- Danger areas in traffic stops
- Horizontal gaze nystagmus
- Walk and turn
- Evidence

- Chain of custody
- Modus operandi
- Police reports in general
- Affidavit
- Complaint
- Indictment
- First person active voice style of writing
- Qualities for police reports
- Audience of a police report
- Police rank — order
- Schedule I drugs
- Schedule II drugs
- Primary functions of a patrol officer
- Police assignments
- Patrol
- SWAT
- Kansas City experiment
- Vice
- SCOTUS definition of arrest
- Common reasons that someone is wrongfully convicted
- Common “10” codes
- Body cameras
- K-9 officers
- Bicycle officers
- Foot Beat officers
- Community-oriented policing
- COMPSTAT
- Special conditions in domestic violence calls
- Interview
- Interrogation
- Skills of a law enforcement officer
- Going to a job interview
- Hiring practices of a department — ideally
- Reducing job-related stress