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DRUG EVALUATION AND CLASSIFICATION TRAINING
"THE DRUG RECOGNITION EXPERT SCHOOL"

ADMINISTRATOR'S GUIDE

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A. Purpose of this Document

This Administrator's Guide provides an introduction to and an overview of the seven-day classroom training course on drug evaluation and classification. This course is perhaps better known as **The DRE School**. It is the second in a series of three stages of training that, collectively, prepare persons to serve as Drug Recognition Experts (DREs).

Throughout this manual, the term "DRE" is used to designate an individual who is specially-trained to conduct examinations of drug-impaired drivers. In some participating agencies, the term stands for "Drug Recognition Expert"; in others, it means "drug recognition evaluator", and in others, "drug recognition examiner". In addition, some agencies use the term "DRT" -- Drug Recognition Technician -- and others prefer "DRS" -- Drug Recognition Specialist. All of these and similar terms are acceptable and considered synonymous. But for this training program, the standard term is DRE.

It is worth repeating that this seven-day DRE School is neither the beginning nor the end of an officer's preparation to serve as a DRE. No one can be admitted to this course unless he or she has successfully completed the two-day program titled "Preliminary Training for Drug Evaluation and Classification" (the "PRE-School"), or demonstrates that he or she has mastered the subject-matter of that PRE-School via previous training and experience. And, the fact that an officer successfully completes this seven-day program does not qualify him or her to serve as a DRE. He or she still must complete the Certification Phase of training, a supervised on-the-job phase in which the trainee conducts examinations of people suspected of drug impairment.

This seven-day course, then, is only the middle phase of DRE training. But it is a very important phase. It is during this phase that the student will learn to conduct systematic and standardized examinations of people suspected of drug impairment to determine:

(1) Whether the subject actually is impaired; and if so,

(2) Whether the impairment is drug- or medically-related; and if drugs,

(3) The broad category or combination of categories of drugs that is the likely cause of the observed impairment.

This Administrator's Guide is concerned only with the second phase of training. During this phase, the student becomes familiar with the various types of drugs that people use and -- too often -- abuse. The student learns how the different drugs affect people, and especially how they affect a person's ability to operate a vehicle. The student learns how the different drugs manifest their presence in an individual. In particular, the student learns how to examine a subject's eyes and vital signs to detect evidence of various kinds of drugs. By the time the student successfully completes the training, he or she is able to conduct a complete drug influence examination, and is able to describe the evidence that the examination will disclose to help determine if

the subject suffers a medical condition or if a subject is under the influence of a particular category or combination of categories of drugs.

This Administrator's Guide is intended to facilitate planning and implementation of the Drug Evaluation and Classification Classroom Training Program. The Guide overviews the 7-day course of instruction, and the documents and other materials that make up the curriculum package for the course. It describes course administrative requirements and offers guidelines for discharging those requirements satisfactorily. It outlines the preparatory work that must be accomplished by a law enforcement agency before the course can be offered to that agency's personnel. And, it outlines the follow-up work that should be undertaken to ensure that the highest possible quality of instruction continues to be delivered, during all phases of a DRE's training.

Before addressing the details of this classroom training in Drug Evaluation and Classification Program procedures, a few words are appropriate concerning the procedures themselves. **In particular, it is important to make clear what the Drug Evaluation and Classification Program procedures are <u>not</u>**:

- These procedures are <u>not</u> a field test, or a pre-arrest investigative tool. It is highly unlikely that they could be conducted with adequate care in an outdoors, scene-of-investigation setting. In any event, they are not designed to provide probable cause for a subject's arrest. Rather, they are a post-arrest investigative tool, intended for application to arrestees for whom there is at least some articulable suspicion of drug use or drug impairment.

- These procedures do <u>not</u>, generally speaking, disclose what <u>specific</u> drug or drugs the subject has used. That may seem to be a startling, and upsetting statement. Nevertheless, it is true. What the procedures <u>will</u> do, however, is to disclose (with reasonable accuracy) the broad category or combination of categories that produce distinguishable "signatures" visible to a qualified DRE. Some of the categories include relatively few individual drugs. Others include many drugs. The DRE can tell, usually, if a particular category is present. But except in special circumstances, he or she cannot tell which individual member of that category is the drug in question. Thus for example, a DRE usually will not be able to distinguish a person impaired by Diazepam from a person impaired by Secobarbital. Will not be able to tell the difference between a codeine-impaired subject and someone under the influence of Demerol. Won't see a difference between someone under the influence of peyote and someone under the influence of psilocybin.

- The procedures are <u>not</u> a substitute for chemical testing. Laboratory analysis of blood samples by qualified personnel remains an important step in the acquisition of evidence in drug-related cases. The drug evaluation and classification procedures provide articulable bases for requesting a subject to supply the urine or blood sample; guide the laboratory technicians toward the general categories of drugs they can expect to find in the sample; and, disclose important evidence to supplement the laboratory analysis. But the drug recognition expert does <u>not</u> eliminate the need for the laboratory technician.

None of the foregoing remarks is intended to lessen the importance of the drug evaluation and classification procedures. A cadre of skilled DREs definitely will enhance a department's ability to recognize and convict persons under the influence of drugs. The DRE is a very important "weapon" in law enforcement's anti-drug arsenal. But the DRE is not the entire arsenal.

One final word of introduction: the primary orientation of this course is toward traffic law enforcement. Without doubt, persons under the influence of drugs endanger society in many ways. But it is the danger they cause as drivers of motor vehicles that is of principal interest here. This course assumes that the DRE will devote his or her skills in large part to conducting examinations of suspected impaired drivers. This is not to say that the skills that this training seeks to develop do not have many non-traffic applications. Nevertheless, it is the traffic applications that will receive most of the student's attention.

B. Overview of the Course

1. For whom is the training intended?

This training definitely is not intended for just anyone. The candidate DRE isn't just any police officer, but an officer who already has some very special knowledge and skills, and a very definite commitment to DWI and drug enforcement. And, that officer isn't employed by just any department. Instead, he or she works for a department that has taken pains to provide the command and logistics support needed to allow the DRE to function at maximum effectiveness. And the department has concrete proof of its commitment to deterring impaired driving. Finally, that department doesn't serve just any community or state. Instead, it operates in a jurisdiction that has a legal and political framework that is consistent with effective enforcement of drug-impaired driving violations.

The following lists the prerequisites and desirable characteristics of the students for whom this training is intended; of the departments that employ those students; and, of the communities served by those departments.

a. Student Prerequisites

To be considered a qualified candidate for this training, the proposed student must be a law enforcement officer or an employee of a public criminal justice agency or an institution providing law enforcement training, and must:

- have achieved the learning objectives of the two-day PRE-School;
- have demonstrated proficiency in the use of the Standardized Field Sobriety Tests (i.e., Horizontal Gaze Nystagmus, walk and turn and one leg stand);
- have good communications skills, and a demonstrated ability to testify in court;

- be willing to continue to serve as a DRE for at least two years following completion of the training.

Of course, it is highly desirable, although not essential, that the proposed student have prior knowledge of drug symptomatology and experience in drug enforcement.

b. Departmental Prerequisites

To be considered qualified to submit students for this training, the interested law enforcement agency must:

- have active drug enforcement and DWI enforcement programs;
- be pro-active in training officers in Standardized Field Sobriety Testing; also, the training must be consistent with IACP/NHTSA guidelines, and the agency must maintain records of officers' Standardized Field Sobriety Testing enforcement activities;
- have access to adequate chemical testing resources to support the Drug Evaluation and Classification Program, and ensure effective prosecution of drug-impaired subjects;
- have adequate facilities and equipment to support the Drug Evaluation and Classification Examinations;
- demonstrate the firm support and commitment of the chief law enforcement officer and other appropriate officials for the drug evaluation and classification program. Evidence of this support includes but is not limited to:
  - Willingness to conduct DRE training in a manner that complies fully with IACP/NHTSA curricula and guidelines.
  - Willingness to adopt IACP/NHTSA-approved DRE evaluation forms.
  - Willingness to authorize DREs and DRE candidates to devote sufficient time to the DRE function to develop and maintain proficiency.
  - Willingness to provide the services of qualified DRE instructors to assist IACP/NHTSA in training candidate DREs from other agencies.

c. Legal and Political Prerequisites

To be considered qualified to recommend a law enforcement agency for this training, a state or community must have laws or court-established precedents that:

- specifically allow for the analysis of chemical samples obtained from persons suspected of impaired driving, to determine the presence and/or concentration of drugs other than alcohol;
- allow the arresting officer or law enforcement agency to specify the chemical test or tests (e.g., blood, breath or urine) to be given to suspected impaired drivers;
- specifically facilitate testing for drugs other than alcohol.

In addition, it is desirable that the state or community have laws that:

- make the fact of the driver's refusal to submit to the test or tests admissible in court;
- make it an offense to be under the influence of alcohol and/or illicit drugs, whether or not the person is operating a vehicle.

Furthermore, the state's or community's prosecutors must:

- demonstrate a willingness to introduce Standardized Field Sobriety Test evidence in alcohol/drug cases;
- express a willingness to participate in this training to become familiar with Drug Evaluation and Classification procedures and related information.

The state's or community's judges must:

- demonstrate a willingness to accept and consider Standardized Field Sobriety Test evidence in alcohol/drug cases;
- express a willingness to consider Drug Evaluation and Classification evidence in alcohol/drug cases.

Finally, it is desirable that the jurisdiction's political and community leaders express support for the Drug Evaluation and Classification Program.

2. What are the purposes of the course?

The ultimate goal of this course is to help prevent crashes, deaths and injuries by improving enforcement of drug-impaired driving violations. It is not exactly clear

how many drug-impaired drivers are on our nation's roads, or how many crashes they cause. The most conservative estimates indicate that these drivers kill thousands of Americans, and injure at least tens of thousands of others each year.

3. What will the students get out of this course?

The classroom training course is designed to help the students achieve three broad goals, and eight specific learning objectives.

Goals: The student who successfully completes this phase of DRE training will be able to...

... distinguish if an individual is under the influence of a drug or drugs other than alcohol, or under the combined influence of alcohol and other drugs, or suffering from some injury or illness that produces signs similar to alcohol/drug impairment;

... identify the broad category or categories of drugs inducing the observable signs of impairment; and,

... progress to the Certification Phase of the training.

Objectives: In order to pass this course, the student must be able to...

... describe the involvement of drugs in impaired driving incidents;

... name the seven categories of drugs and recognize their effects;

... describe and properly administer the psychophysical and physiologic evaluations used in the drug evaluation and classification procedures;

... document the results of the drug evaluation and classification examination;

... properly interpret the results of the examination;

... prepare a narrative drug influence report;

... discuss appropriate procedures for testifying in typical Drug Evaluation and Classification cases; and,

... maintain an up-to-date relevant Curriculum Vitae (CV).

4. What subject matter does the course cover?

The course focuses primarily on two broad topics:

(1) The examinations, observations, measurements, etc. that constitute the Drug Evaluation and Classification procedures.

(2) The nature, effects, signs and symptoms of each of the seven categories of drugs, and of the combination of categories.

More specifically, the course provides formal presentations on:

- Drugs in Society and in Motor Vehicle Operation.
- Development and Effectiveness of the Drug Evaluation and Classification Program Procedures.
- An Overview of Physiology and Drugs.
- An Overview of the DEC Program Procedures.
- Eye Examinations
  (Horizontal Gaze Nystagmus; Vertical Gaze Nystagmus; Lack of Convergence; Estimation of Pupil Size; Pupil Reaction to Light).
- Vital Signs Examinations
  (Pulse Rate; Blood Pressure; Temperature)
- The Physician's Desk Reference, and other reference materials.
- The Seven Categories of Drugs
  (Central Nervous System Depressants; Central Nervous System Stimulants; Hallucinogens; Dissociative Anesthetics; Narcotic Analgesics; Inhalants; Cannabis).
- Drug Combinations.
- Narrative Arrest Report in Drug Evaluation Cases.
- Case Preparation and Testimony.
- Curriculum Vitae (C.V.) Preparation and Maintenance.

5. What activities take place during the training?

Formal presentations, or lectures, occupy approximately one-half of the course. These presentations cover the content topics outlined earlier. The presentations are supplemented by DVD segments, and by reading material contained in the Student's Manual.

Most of the remainder of the course is devoted to demonstrations and hands-on practice of the Drug Evaluation and Classification procedures. Students repeatedly practice in teams, developing and sharpening their skills in administering eye examinations, vital signs examinations, and other components

of the drug recognition expert's job. Students also participate in several test interpretation practice sessions, in which they review sample drug evaluation and classification reports and identify the category or categories of drugs responsible for the "evidence" described in the reports.

The remaining major activity is testing of the students' knowledge and proficiency. A written knowledge examination is administered, at the end of the course. A formal assessment of each student's skill in administering the Drug Evaluation and Classification procedures is conducted during the next-to-last session.

6. How long does the training take?

This classroom training course occupies 7 training days. A typical schedule calls for each class day to begin at 8:00 am and conclude at 5:00 pm. A one-hour lunch period and hourly breaks of 10 minutes are accommodated in that schedule.

The course is divided into thirty-two (32) sessions. Of those, two are review sessions, conducted after normal class hours on the fourth and sixth days of the School. No student can progress to the Certification Phase of training until he or she has attended all mandatory sessions. In the event that some emergency causes a student to miss all or a portion of a session, after-hours tutoring must be conducted for that student prior to his or her enrollment in Certification training.

The titles, durations and sequence of the sessions are given below.

Session I Introduction and Overview	(1 hour, 50 minutes)
Session II Drugs in Society and in Motor Vehicle Operation	(50 minutes)
Session III Development and Effectiveness of the DEC Program	(50 minutes)
Session IV Overview of Drug Recognition Expert Procedures	(2 hours, 30 minutes)
Session V Eye Examinations	(1 hour, 45 minutes)
Session VI Physiology & Drugs: An Overview	(2 hours)
Session VII Examination of Vital Signs	(2 hours)

Session VIII Demonstration of the Evaluation Sequence	(1 hour, 20 minutes)
Session IX Central Nervous System Depressants	(1 hour, 45 minutes)
Session X Central Nervous System Stimulants	(1 hour, 45 minutes)
Session XI Practice: Eye Examinations	(1 hour)
Session XII Alcohol Workshop	(1 hour, 45 minutes)
Session XIII Physician's Desk Reference and Other Reference Sources	(30 minutes)
Session XIV Hallucinogens	(1 hour, 45 minutes)
Session XV Practice: Test Interpretation	(45 minutes)
Session XVI Dissociative Anesthetics	(1 hour, 40 minutes)
Session XVII Narcotic Analgesics	(3 hours)
REVIEW SESSION (Mid-Course Review)	(2 hours, 30 minutes)
Session XVIII Practice: Test Interpretation	(45 minutes)
Session XIX Inhalants	(1 hour, 35 minutes)
Session XX Practice: Vital Signs Examinations	(50 minutes)
Session XXI Cannabis	(1 hour, 35 minutes)

Session XXII Overview of Signs and Symptoms	(1 hour)
Session XXIII C.V. Preparation and Maintenance	(50 minutes)
Session XXIV Drug Combinations	(1 hour, 50 minutes)
Session XXV Practice: Test Interpretation	(45 minutes)
Session XXVI Preparing the Narrative Report	(50 minutes)
Session XXVII Practice: Test Administration	(1 hour, 45 minutes)
Session XXVIII Case Preparation and Testimony	(1 hour 30 minutes)
REVIEW SESSION Review of the DRE School	(2 hours, 30 minutes)
Session XXIX Classifying a Suspect (Role Play)	(4 hours)
Session XXX Transition to the Certification Phase of Training	(2 hours, 30 minutes)

NOTE: **All sessions of this course are absolutely essential. No short-cuts are permissible**.

A model schedule for the seven-day course is given on the next page.

Alternate Schedule #1 combines the Pre-School and Seven-Day School.

Alternate Schedule #2 combines the DWI Detection and Standardized Field Sobriety Testing, Pre-School, and Seven-Day School.

If you use Alternate Schedule #1 or #2, you will need to make copies of those schedules for the students.

THE DRE SCHOOL - SCHEDULE (page 1)

WEDNESDAY	THURSDAY	FRIDAY
0800-0850 SESSION I: Intro & Overview	0800-0850 SESSION V: (cont)	0800-0850 SESSION IX: CNS Depressants
0850-0900 BREAK	0850-0900 BREAK	0850-0900 BREAK
0900-1000 SESSION I: (cont)	0900-1005 SESSION VI: Physiology & Drugs (Overview)	0900-1000 SESSION IX: (cont)
1000-1010 BREAK	1005-1015 BREAK	1000-1010 BREAK
1010-1030 Pre-Test	1015-1110 SESSION VI: (cont)	1010-1100 SESSION X: CNS Stimulants
1030-1120 SESSION II: Drugs In Society	1110-1120 BREAK	1100-1110 BREAK
1120-1130 BREAK	1120-1200 SESSION VII: Vital Signs	1110-1200 SESSION X: (cont)
1130-1230 SESSION III: Development of DEC Program	1200-1300 LUNCH	1200-1300 LUNCH
1230-1330 LUNCH	1300-1400 SESSION VII: (cont)	1300-1400 SESSION XI: Eye Examinations
1330-1440 SESSION IV: Overview of DEC Procedures	1400-1410 BREAK	1400-1415 BREAK
1440-1450 BREAK	1410-1430 SESSION VII: (cont)	1415-1700 SESSION XII: Alcohol Workshop
1450-1550 SESSION IV: (cont)	1430-1515 SESSION VIII: Demo's of the Evaluation Sequence	
1550-1600 BREAK	1515-1530 BREAK	
1600-1630 SESSION IV: (cont)	1530-1605 SESSION VIII: (cont)	
1630-1730 SESSION V: Eye Examinations	1605-1635 QUIZ NUMBER ONE	

THE DRE SCHOOL - SCHEDULE (page 2)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
0800-0830 SESSION XIII: PDR & Other References	0800-0820 QUIZ NUMBER TWO	0800-0930 SESSION XXIV: Drug Combinations	0800-1000 FINAL EXAM
0830-0915 SESSION XIV: Hallucinogens	0820-0850 SESSION XVII: (cont.)	1005-1050 SESSION XXV: Practice Test Interp.	1000-1015 BREAK
0915-0930 BREAK	0850-0900 BREAK	1050-1100 BREAK	1015-1200 SESSION XXIX: Classifying a Suspect-Role Play
0930-1030 SESSION XIV: (cont.)	0900-0945 SESSION XVIII: Practice Test Interp.	1100-1150 SESSION XXVI: Narrative Report	1200-1300 LUNCH
1030-1045 BREAK	0945-1020 SESSION XIX: Inhalants	1150-1210 QUIZ NUMBER FOUR	1300-1600 ADMINISTRATION OF THE TEST VALIDATION
1045-1130 SESSION XV: Test Interpretation	1020-1030 BREAK	1210-1310 LUNCH	1600-1630 SESSION XXX: Transition to Certification Training
1130-1200 SESSION XVI: Dissociative Anesthetics	1030-1130 SESSION XIX: (cont.)	1310-1440 SESSION XXVII: Practice Test Administration	1630-1700 Course Critique; Closing Remarks and Certificates
1200-1300 LUNCH	1130-1145 BREAK	1440-1450 BREAK	
1300-1410 SESSION XVI: (cont.)	1145-1300 SESSION XX: Vital Signs & Exams	1450-1535 SESSION XXVIII: Case Preparation and Testimony	
1410-1420 BREAK	1300-1400 LUNCH	1535-1545 BREAK	
1420-1515 SESSION XVII: Narcotics	1400-1530 SESSION XXI: Cannabis	1545-1630 SESSION XXVIII: (cont.)	
1515-1530 BREAK	1530-1540 BREAK	1630-1700 QUIZ NUMBER FIVE	
1530-1630 SESSION XVII: (cont.)	1540-1640 SESSION XXII: Overview of Signs & Symptoms	1700-1800 BREAK	
1630-1730 SESSION XVII: (cont.)	1640-1650 BREAK	1800-2000 OPTIONAL REVIEW - SESSION #2	
1730-1800 BREAK	1650-1730 SESSION XXIII: C.V. Preparation & Maintenance		

1800-2030	OPTIONAL REVIEW - SESSION #1	1730-1800	QUIZ NUMBER THREE		

ALTERNATE SCHEDULE #1
COMBINED PRE-SCHOOL AND 7-DAY SCHOOL

Time	Session Title	**D** - 7-day DRE School **P** - Pre-School	Duration
8:00A - 10:00A	Introduction and Overview	D	2hrs
10:00A - 11:00A	Drugs and Society	D	1hr
11:00A - 12:00P	Development and Effectiveness	D	1hr
12:00P - 1:00P	Lunch		1hr
1:00P - 3:30P	Overview of DRE Classification Procedures	D	2.5hrs
3:30P - 5:00P	Psychophysical Tests	P	1.5hrs
	END OF DAY		
8:00A - 11:00A	Eye Examinations	D	3hrs
11:00A - 12:00P	Vital Signs	D	1hr
12:00P - 1:00P	Lunch		1hr
1:00P - 2:30P	Vital Signs (cont.)	D	1.5hrs
2:30P - 4:00P	Overview of Signs and Symptoms	P	1.5hrs
4:00P - 5:00P	Alcohol as a Drug	P	1hr
	END OF DAY		
8:00A - 9:30A	Demonstration of the Evaluation Sequence	D	1.5hrs
9:30A - 12:00P	Physiology of Drugs	D	2.5hrs
12:00P - 1:00P	Lunch		1hr
1:00P - 2:30P	Central Nervous System Depressants	D	1.5hrs
2:30P - 5:00P	Alcohol Workshop All Instructors	P	2.5hrs
	END OF DAY		

Time	Session Title	**D** - 7-day DRE School **P** - Pre-School	Duration
8:00A - 9:00A	Central Nervous System Depressants (cont.)	D	1hr
9:00A - 11:30A	Central Nervous System Stimulants	D	2.5hrs
11:30A - 12:00P	Quiz Number One	D	.5hr
12:00P - 1:00P	Lunch		1hr
1:00P - 2:00P	Eye Examinations	D	1hr
2:00P - 2:30P	PDR and Other Drug References	D	.5hr
2:30P - 5:00P	Review and Pre-School Final Examination	P	2.5hrs
	END OF DAY		
8:00A - 10:00A	Hallucinogens	D	2hrs
10:00A - 11:00A	Practice Test Interpretation	D	1hr
11:00A - 12:00P	Dissociative Anesthetics	D	1hr
12:00P - 1:00P	Lunch		1hr
1:00P - 2:00P	Dissociative Anesthetics (cont.)	D	1hr
2:00P - 4:00P	Mid-Course Review All Instructors	D	2hrs
	END OF DAY		
8:00A - 11:00A	Narcotic Analgesics	D	3hrs
11:00A - 12:00P	Practice Test Interpretation	D	1hr
12:00P - 1:00P	Lunch		1hr
1:00P - 2:00P	Inhalants	D	1hr
2:00P - 3:00P	Practice Vital Signs All Instructors	D	1hr
3:00P - 4:00P	Quiz Number Two	D	.5hr
	END OF DAY		

Time	Session Title	**D** - 7-day DRE School **P** - Pre-School	Duration
8:00A - 11:00A	Cannabis	D	3hrs
11:00A - 12:00P	Overview of Signs and Symptoms	D	1hr
12:00P - 1:00P	Lunch		1hr
1:00P - 2:00P	Curriculum Vitae		1hr
2:00P - 3:00P	Drug Combinations	D	1hr
3:00P - 3:30P	Quiz Number Three	D	.5hr
3:30P - 5:00P	Alcohol Workshop All Instructors	D	2.5hrs
	END OF DAY		
8:00A - 9:00A	Drug Combinations	D	1hr
9:00A - 10:00A	Practice Test Interpretation	D	1hr
10:00A - 11:00A	Preparing the Narrative Report	D	1hr
11:00A - 12:00P	Practice Test Administration All Instructors	D	1hr
12:00P - 1:00P	Lunch		1hr
1:00P - 2:30P	Case Preparation and Testimony	D	1.5hrs
2:30P - 3:00P	Quiz Number Four	D	.5hr
3:00P - 5:00P	Final Course Review All Instructors	D	2hrs
	END OF DAY		
8:00A - 11:00A	Final Examination All Instructors	D	3hrs
11:00A - 12:00P	Transition to Certification Training	D	1hr
12:00P - 1:00P	Lunch		1hr
1:00P - 3:00P	Classifying a Suspect (Role Play) All Instructors	D	2hrs
3:00P - 4:00P	Graduation		2hrs

ALTERNATE SCHEDULE #2
COMBINED DWI DETECTION AND STANDARDIZED FIELD SOBRIETY, PRE-SCHOOL AND 7-DAY SCHOOL

WEEK ONE **Day One**	DURATION
Block I - *Introduction and Overview* (merger of DWI Detection and SFST manual session I and the DRE manual session I) *SFST and DRE School Pre-tests*	2hrs
Block 2 - *Definition of drug and overview of the drug categories* (modified Pre-School session I, Introduction and Overview)	1hr
Block 3 - *Detection and Deterrence* (SFST manual session II)	1hr
Block 4 - *The Legal Environment* (SFST manual session III)	45min
Block 5 - *Overview of Detection, Note-taking and Testimony* (SFST manual session IV)	45min
Block 6 - *Phase One: Vehicle in Motion* (SFST manual session V)	1hr
Block 7 - *Phase Two: Personal Contact* (SFST manual session VI)	1hr
Block 8 - **Phase Three: Pre-Arrest Screening** (SFST manual session VII)	30min
DAY TWO	
Block 9 - *Concepts and Principles of the SFST* (SFST manual session VIII, segments A (development and validity) and B (types of nystagmus)	1hr
Block 10 - *Eye examinations* (Pre-School manual session IV, segments A (purposes of the eye examinations) and B 1, 2 and 3 (procedures and clues for HGN, VGN, and Lack of Convergence)	1hr
Block 11 - *Psychophysical Tests* (Pre-School manual session III, segments A and B, Romberg and Walk and Turn)	1hr
Block 12 - *Psychophysical Tests* (Pre-School manual session III, segments C and D, One Leg Stand and Finger to Nose)	1hr
Block 13 - *SFST Battery Demonstrations* (SFST manual session IX, plus Romberg and Finger to Nose, utilizing the DRE order)	1hr
Block 14 - *SFST Dry Run Practice* (SFST manual session X, plus Romberg and Finger to Nose, in the DRE order)	1hr
Block 15 - *Alcohol Correlation Study #1* (merger of SFST manual session	2hrs

XI and Pre-School manual session V)	
DAY THREE	DURATION
Block 16 - *Alcohol as a Drug* (Pre-School manual session VIII)	2hrs
Block 17 - *Overview of Signs and Symptoms* (Pre-School manual session VII)	1hr
Block 18 - *Eye Examinations* (Pre-School manual session IV, beginning with B4 (estimation of pupil size) through 5 (reaction to light)).	1hr
Block 19 - *Drugs in Society and in Motor Vehicle Operation* (DRE manual session II)	1hr
Block 20 - *Development and Effectiveness* (DRE manual session III)	2hrs
Block 21 - *Review Session - SFST curriculum*	1hr
DAY FOUR	
Block 22 - *SFST Course Final Examination* (SFST manual session X)	30min
Block 23 - *Eye Examinations - Practice Session* (merger of the practice sessions in DRE manual session XI and Pre-School manual session IV)	30min
Block 24 - *Examination of Vital Signs* (merger of Pre-School manual session VI and DRE manual session VII)	3hrs
Block 25 - *Overview of Drug Evaluation and Classification Procedures* (merger of Pre-School manual session II and DRE manual session IV)	1hr
Block 26 - *Demonstrations of the Evaluation Sequence* (DRE manual session VIII)	2hrs
Block 27 - *Review Session - Pre-School Curriculum*	1hr
DAY FIVE	
Block 28 - *Pre-School Final Examination* (Pre-School manual session X)	30min
Block 29 - *Physiology and Drugs: An Overview*	4hrs
Block 30 - *SFST Report Writing* (SFST manual session XIII and SFST practice session)	1hr, 30min
Block 31 - *Alcohol Correlation Study #2* (merger of Pre-School manual session V and SFST manual session XIV; includes SFST Proficiency Test)	2hrs
WEEK TWO **DAY SIX**	DURATION
Quiz #1	30min

Block 32 - *Physician's Desk Reference, CPS and Additional Resources* (DRE manual session XIII)	2hrs
Block 33 - *Methods of Administration and Elimination* (Note: This is not a current standard manual session, but is an LAPD curriculum addition)	30min
Block 34 - *Central Nervous System Depressants* (DRE manual session IX)	2hrs
Block 35 - *Central Nervous System Stimulants* (DRE manual session X)	3hrs
DAY SEVEN	
Quiz #2	30min
Block 36 - *Hallucinogens* (DRE manual session XIV)	2hrs
Block 37 - *Practice: Test Interpretation* (DRE manual session XV)	1hr
Block 38 - *Dissociative Anesthetics* - (DRE manual session XVI)	2hrs
Block 39 - *Narcotic Analgesics* (DRE manual session XVII, including examination of injection marks)	2hrs, 30min
DAY EIGHT	
Quiz #3	30min
Block 40 - *Inhalants* (DRE manual session XIX)	1hr, 30min
Block 41 - *Practice: Test Interpretation* (DRE manual session XVIII)	1hr
Block 42 - *Cannabis* (DRE manual session XXI)	2hrs
Block 43 - *C.V. Preparation and Maintenance* (DRE manual session XXIII)	1hr
Block 44 - *Practice: Vital Signs* (DRE session XX)	30min
Block 45 - *Alcohol Correlation Study #3* (DRE manual session XII)	1hr, 30min
DAY NINE	
Quiz #4	30min
Block 46 - Overview of Signs and Symptoms (DRE manual session XXII)	1hr
Block 47 - Drug Combinations (DRE manual session XXIV)	2hrs
Block 48 - Practice Session: Eye Examinations (Note: Students practice the pupil size examinations in this segment. There is no standard lesson plan for this segment.)	1hr
DAY NINE (cont)	

Block 49 - *Practice: Test Interpretation* (DRE manual session XXV)	1hr
Block 50 - *Practice: Test Administration* (DRE manual session XXVII)	30min
Block 51 - *Review of the DRE School* *Quiz #5 is also incorporated into this session.*	2hrs
DAY TEN	
Block 52 - *DRE School Final Examination* (DRE manual session XXX)	1hr
Block 53 - *Preparing the Narrative Report* (DRE manual session XXVI)	1hr
Block 54 - *Case Preparation and Testimony* (DRE manual session XXVIII)	1hr
Block 55 - *Classifying a Suspect* (Role Plays) (DRE manual session XXIX)	3hrs
Block 56 - *Transition to Certification Phase of Training* (DRE manual session XXX)	1hr
Block 57 - *Graduation - Presentation of Certificates and Achievement Awards* (Note: Course critiques are finished during this segment.)	1hr

ALTERNATE SCHEDULE #3
ACCELERATED DRE SCHOOL

Week One				
Day	Time	Manual	Session/Segment	Title
Monday	(1) 1000 to 1200	SFST DRE	Session I Session I	*Introduction & Overview (SFST Script and Matrix Handouts)*; student/instructor introductions
	1200 to 1300			*SFST & DRE Pre-tests*
	(2) 1300 to 1400	Pre-School	Session I	*Introduction*
	1400 to 1500			Lunch Break
	(3) 1500 to 1545	SFST	Session II	*Detection and Deterrence*
	(4) 1545 to 1630	SFST	Session III	*The Legal Environment*
	(5) 1630 to 1730	SFST	Session IV	*Overview of Detection, Note-taking & Testimony*
	(6) 1730 to 1815	SFST	Session V	*Phase One: Vehicle in Motion & Explanation of Divided Attention Impairment*
	(7) 1815 to 1900	SFST	Session VI	*Phase Two: Personal Contact*
Tuesday	(8) 1200 to 1230	SFST	Session VII	*Phase Three: Pre-Arrest Screening* (modified PBT Session)
	(9) 1230 to 1330	SFST	Session VIII/A, B	*Concepts and Principles of the SFST* (development and types of nystagmus)
	(10) 1330 to 1400	Pre-School	Session IV/A & B, 1, 2, & 3	*Eye Exams* (Purpose of Eye examinations, procedures and clues for HGN, VGN and LOC)
	(11) 1400 to 1500	Pre-School	Session III/A & B	*Romberg & Walk and Turn*
	(12) 1500 to 1600	Pre-School	Session III/C&D	*One Leg Stand & Finger to Nose*
	1600 to 1700			Lunch Break
	(13) 1700 to 1800	SFST	Session IX	*SFST Test Battery Demonstrations* (includes Romberg, Finger to Nose in DRE order)
	(14) 1800 to 1900	SFST	Session X	*SFST "Dry Run" Practice* (includes Romberg, Finger to Nose, in DRE order)

	(15) 1900 to 2100	SFST Pre-School	Session IX Session V	*Alcohol Correlation Study #1* - coordinator; wrap-up; bartender; log; vitals
Wednesday	(16) 1000 to 1200	Pre-School	Session VIII	*Alcohol as a Drug* (Magic Mountain DVD alcohol driving study)
	(17) 1200 to 1300	Pre-School	Session VII	*Overview of Signs and Symptoms* (distribution of blank drug matrix)
	(18) 1300 to 1400	Pre-School	Session IV/B4, 5	*Eye Exams* (pupil size & reaction to light)
	1400 to 1500			Lunch Break
	(19) 1500 to 1600	DRE	Session II	*Drugs in Society and Motor Vehicle Operation*
	(20) 1600 to 1800	DRE	Session III	*Development and Effectiveness*
	(21) 1800 to 1900			*SFST Review Session*
Thursday	(22) 1000 to 1030	SFST	Session X	*Final Examination*
	(23) 1030 to 1100	DRE Pre-School	Session XI Session IV	*Eye Exams: Practice Session*
	(24) 1100 to 1300	Pre-School DRE	Session VI Session VII	*Examination of Vital Signs*
	1300 to 1400			*Vital Signs: Practice*
	1400 to 1500			Lunch Break
	(25) 1500 to 1600	Pre-School DRE	Session II Session IV	*Overview: Drug Evaluation and Classification Process* (LETN & Chevron)
	(26) 1600 to 1800	DRE	Session VIII	*Demonstrations of the Evaluation Sequence*
	(27) 1800 to 1900			*Pre-School Review Session*
Friday	(28) 1200 to 1230	Pre-School	Session X	*Final Examination*
	(29) 1230 to 1530	DRE	Session VI	*Physiology and Drugs: An Overview*
	1530 to 1630			Lunch Break
	1630 to 1730			*Physiology and Drugs: Physiological Pursuit*
	(30) 1730 to 1800	SFST	Session XIII	*Report Writing*

	1800 to 1900			*SFST Practice*
	(31) 1900 to 2100	Pre-School SFST	Session V Session XIV	*Alcohol Correlation Study #2 & SFST Proficiency Test* - coordinator; wrap-up; log; vitals; bartender
Week Two				
Day	Time	Manual	Session/Segment	Title
Monday	1000 to 1030			*DRE Quiz #1*
	(32) 1030 to 1230	DRE	Session XIII	*Physician's Desk Reference & Additional Resources*
	(33) 1230 to 1330	non-manual session		*Methods of Administration & Elimination*
	(34) 1330 to 1400	DRE	Session IX	*CNS Depressants*
	1400 to 1500			Lunch Break
	1500 to 1630	DRE	Session IX	*continued*
	(35) 1630 to 1900	DRE	Session X	*CNS Stimulants*
Tuesday	1000 to 1030			*DRE Quiz #2*
	1030 to 1130	DRE	Session X/E	*continued*
	(36) 1130 to 1230	DRE	Session XIV	*Hallucinogens*
	1230 to 1300	DRE	Session XIV	*continued*
	(37) 1300 to 1400	DRE	Session XV	*Practice: Test Interpretation* (includes Clinton Williams evaluation)
	1400 to 1500			Lunch Break
	(38) 1500 to 1600	DRE	Session XVI	*Dissociative Anesthetics*
	1600 to 1700	DRE	Session XVI/E	*continued*
	(39) 1700 to 1900	DRE	Session XVII/ includes E	*Narcotic Analgesics*
Wednesday	1200 to 1230			*DRE Quiz #3*
	1230 to 1330	DRE	Session XVII	*Injection Marks Examination*
	(40) 1330 to 1430	DRE	Session XIX	*Inhalants*
	(41) 1430 to 1530	DRE	Session XVIII	*Practice: Test Interpretation*
	(42) 1530 to 1700	DRE	Session XXII	*Cannabis*

	1700 to 1800			Lunch Break
	(43) 1800 to 1900	DRE	Session XXIII	*C.V. Preparation & Maintenance*
	(44) 1900 to 1930	DRE	Session XX	*Practice: Vital Signs*
	(45) 1930 to 2100	DRE	Session XII	*Alcohol Correlation Study #3 - coordinator; wrap-up; vitals; bartender; log*
Thursday	1000 to 1030			*DRE Quiz #4*
	(46) 1030 to 1130	DRE	Session XXII	*Overview of Signs & Symptoms*
	(47) 1130 to 1330	DRE	Session XXIV	*Drug Combinations*
	(48) 1330 to 1430	non-manual session		*Practice: Eye Exams*
	1430 to 1530			Lunch Break
	(49) 1530 to 1630	DRE	Session XXV	*Practice: Test Interpretation*
	(50) 1630 to 1700	DRE	Session XXVII	*Practice: Test Administration*
	(51) 1700 to 1900			*DRE Full Course Review "Your Brain on DRE"* *DRE Quiz #5*
Friday	(52) 1000 to 1100			*Final Examination: DRE School*
	(53) 1100 to 1200	DRE	Session XXVI	*Preparing the Narrative Report*
	(54) 1200 to 1300	DRE	Session XXVIII	*Case Preparation & Testimony*
	1300 to 1400			Lunch Break
	(55) 1400 to 1700	DRE	Session XXIX	*Classifying a Suspect: Role Plays* - coordinator
	(56) 1700 to 1800	DRE	Session XXX	*Transition to the Certification Phase of Training*
	(57) 1800 to 1900			*Graduation: Presentation of Certificates and Achievement Awards*

C. Overview of the Curriculum Package

In addition to this Administrator's Guide, the curriculum package for the classroom training program in DEC Program training consists of the following documents and materials:

- Instructor's Lesson Plans Manual
- Audio-Visual Aids
- Student's Manual
- Set of Drug Evaluation Exemplars

1. Instructor's Lesson Plans Manual

The Instructor's Lesson Plans Manual is a complete and detailed blueprint of what the course covers and of how it is to be taught. It is organized into thirty-two modules, with each module corresponding to one of the training sessions.

Each module consists of a cover page, an outline page and the lesson plans themselves.

The cover page presents the module's (or session's) title and the estimated instructional time required to complete the module.

The outline page lists the specific performance objectives of the module, i.e., the capabilities that the participants will achieve once they have successfully completed the module. The outline page also lists the module's major content segments and the major types of learning activities that are employed during the module.

The lesson plans themselves are arranged in a standard, content/instructional notes format. The "content" of each page outlines what is to be taught. This content includes:

- facts
- concepts
- procedural steps
- rules and regulations
- etc.

The "Instructional Notes" portion of each page specifies how the content is to be taught. That is, it defines how the instructor is to present the material and involve the students in the presentation and ensure that they understand and assimilate the material. Typical entries under the "Instructional Notes" include:

- the approximate amount of time to be devoted to each major content segment

- indications of what visual aids are to be used and when they are to be used
- questions to be posed to students to involve them actively in the presentation

- indications of points requiring special emphasis

- guidelines for conducting particular demonstrations to clarify how drug examinations are to be performed

- specifications of group exercises and other methods of involving students more actively in the lesson

The Instructor's Lesson Plans Manual serves, first, as a means of preparing the instructor to teach the course. He or she should review the entire set of lesson plans and become familiar with the content and develop a clear understanding of how the course "fits together". He or she is also expected to become thoroughly familiar with each module that he or she is assigned to teach, to prepare the visual aids, to assemble all "props" and other instructional equipment referenced in the lesson plans, and to augment the "instructional notes" as necessary to ensure that his or her own teaching style is applied to the content.

Subsequently, the Instructor's Lesson Plans Manual serves as an in-class reference document for the instructor, to help him or her maintain the sequence and pace of presentations and other learning activities.

It is worth emphasizing that the Instructor's Lesson Plans Manual does not contain the text of a speech. Although its outlines of content information are fairly well detailed and comprehensive, those outlines are not to be read verbatim to the participants. This training program is intended to be a dynamic, highly interactive learning experience in which the students are active participants. It should not be permitted to degenerate into a series of mere lectures.

2. Audio-Visual Aids

Four types of audio-visuals are used in this course:

- wall charts
- dry-erase board/flip-chart presentations
- "visuals" (PowerPoint)
- DVDs

The wall charts are permanently-displayed items or information, intended to depict major themes and segments of the training. The wall charts should be handmade, using colored marker pens, on flip chart sheets. The text must be large enough so that they may be viewed from any seat in the classroom.

Wall charts should be placed high on the far left and right sides of the classroom's front wall, or on the side walls, where they will be visible without distracting

from the screen or dry-erase board.

The dry-erase board/flip chart presentations, as recommended in the lesson plans, are self-explanatory.

The "visuals" (PowerPoint slides) are simple displays of graphic and/or narrative material that emphasize key points and support the instructor's presentation. Each "visual" is numbered to indicate the session to which it belongs and its sequence within that session. For example, Visual VII-3 would be the third slide used in Session VII.

The DVDs consist of a number of segments that demonstrate the Drug Evaluation and Classification procedures, and that exhibit the kinds of evidence associated with various categories of drugs. These segments feature persons who are actually under the influence of various drugs.

3. Student's Manual

The Student's Manual is the basic textbook and study source for the course. It provides a session-by-session summary of the subject matter, and a list of study topics to help the students assimilate the material.

During the course, the Student's Manual will be primarily useful for previewing the sessions, and for studying the subject matter in preparation for the final knowledge and proficiency examinations. After the classroom training is completed, the student will find that the manual is a useful reference document, especially during the Certification Phase of training.

Students are expected to be familiar with all of the contents of their Student Manual. Instructors must encourage the students to study the manual carefully as they progress through the school. Note: Students are expected to be able to answer the "topics for study" review questions that appear at the end of various sections of their Student Manual.

4. Set of Drug Evaluation Exemplars

The exemplars are the documented results of simulated drug evaluation and classification examinations. A standardized reporting form is used for the exemplars. This is the same form that the students use as a test recording instrument when they practice administering and documenting the drug evaluation and classification examination.

The exemplars support learning activities that take place during eleven sessions:

- Sessions IX, X, XIV, XVI, XVII, XIX, and XXI cover the seven individual drug categories. Several exemplars have been prepared for each session, to illustrate the kinds of clues that can be expected when the examination is conducted for a person under the influence of that category. For example,

the exemplars designed for Session IX illustrate the results of typical examinations of persons under the influence of CNS depressants. These exemplars will be found in the Instructor's and Student's Manual.

- Session XV, XVIII and XXV are "Test Interpretation Practice" sessions. Students work in small groups, reviewing exemplars and determining, from the documented "evidence" they contain, what category or categories of drugs are present in each case. These exemplars also will be found in the Student's Manual.

- Session XXIX is the "role play" practice session. Instructors serve as "test subjects". Students work in small groups, administering the entire drug influence evaluation to each instructor. Each instructor uses an exemplar to inform the students as to what data they should record at each stage of the evaluation. For example, as part of the evaluation, the students will actually measure blood pressure. The instructor will observe the students' technique and offer constructive criticism. The instructor will inquire as to the pressure readings that the students obtain. <u>But</u>, the instructor will tell the students to <u>record</u> the blood pressure readings documented on his or her assigned exemplar. Subsequently, the students must review their completed exemplars and determine what category or categories of drugs the instructor was "simulating". These exemplars are found at the end of the lesson plans for Session XXIX.

D. <u>General Administrative Requirements</u>

1. Facility Requirements

Several types of facilities are needed to support this training. First, a standard classroom is required. This should provide comfortable seating and adequate desk/table space for each student, and should be equipped with a large screen, projectors, dry-erase boards and/or flip-charts and DVD players and monitors. All visuals should be readily and fully visible from all seating locations. The classroom should also provide adequate unobstructed space to allow the instructors to demonstrate examination procedures. A "U"-shaped seating arrangement is preferable for the classroom.

A large, open area also is needed to support the hands-on practice sessions. A gymnasium or similar facility will serve this need very well. Ideally, it should be possible to control the lighting in this practice facility to the point of total darkness, to demonstrate and practice key elements of the drug evaluation and classification procedures that take place in a darkroom.

A separate room must be available, ideally adjacent to the gymnasium or practice facility. This room will serve as the "staging area" for the volunteer drinkers who will participate in the alcohol workshop (Session XII).

Another separate room is recommended to serve as the instructors' "office", i.e.,

the place where they can prepare for their teaching assignments, store materials, etc.

2. Special Instructional Equipment and Personnel

For the alcohol workshop, volunteer drinkers must be available. The volunteer drinkers cannot be members of the class. There should be one volunteer for every three or four students. For example, if there are 25 students in the class, there should be 7-9 volunteer drinkers. Sufficient alcohol, mixers, cups, napkins, ice, etc. must be provided. Adequate breath testing devices must be available to provide for monitoring volunteers' blood alcohol concentrations. At least three people must be assigned to monitor and escort the volunteers; ideally, each volunteer should have his or her own monitor.

Note: Every volunteer must read and sign the "Statement of Informed Consent" prior to receiving any alcohol. Any person who refuses to sign the Statement cannot serve as a volunteer drinker.

For the hands-on practice sessions involving eye examinations, at least one pupillometer and one onset angle template should be provided for every two students. Ideally, each student should have his or her own pupillometer and template. The pupillometer should be capable of measuring pupil diameters across the range from 1.0 mm to 9.0 mm, in one-half millimeter increments. The template should display angles between 30 and 50 degrees, in 5 degree increments.

For the hands-on practice sessions involving vital signs examinations, a sphygmomanometer and stethoscope must be provided for every three students. Ideally, each student should have his or her own. Also, it is desirable that several <u>training</u> stethoscopes be available. These are stethoscopes that have two sets of earpieces, and allow an instructor to monitor exactly what the student is hearing.

Each student should be provided with a penlight suitable for conducting the various eye examinations.

At the beginning of DRE training, it is essential that every student have his or her own full complement of DRE equipment. In addition, every student must have access to a PDR, and ideally should own a PDR.

3. Instructor Qualifications

The principal instructors for this course must be IACP-credentialed Drug Recognition Expert Instructors. That means that they (1) hold currently-valid certificates as DREs; (2) have completed the IACP/NHTSA DRE Instructor Training Course; and, (3) have completed the required delivery of both classroom and certification training, under the supervision of teacher-trainers. <u>Only</u> a certified DRE instructor can credibly teach:

- Session IV (Overview of Drug Evaluation and Classification Procedures)
- Session V (Eye Examinations)
- Session VIII (Demonstrations of the Evaluation Sequence)
- The segment entitled "Expected Results of the Evaluation" in Sessions IX, X, XIV, XVI, XVII, XIX XXI and XXIV (The sessions covering individual drug categories and combinations of categories)
- The hands-on practice sessions (Sessions XI, XX, XVIII and XXIX)
- The Test Interpretation Practice Sessions (Sessions XV, XVII and XXV)
- Session XXVI (Narrative Drug Report)
- Session XXIII (C.V. Preparation and Maintenance)

The above-listed sessions and segments constitute approximately 75% of the course.

A qualified DRE could instruct the remaining 25% of the course, as well. However, some agencies may wish to enlist instructors with special credentials for certain blocks of instruction. For example, a physician would be well qualified to teach Session VII (Examination of Vital Signs), and a prosecutor might be a good choice as the instructor for Session XXVIII (Case Preparation and Testimony), and for Session XXVI (Preparing the Narrative Report).

In addition to their occupational competencies, all instructors must be qualified teachers. They need to understand, and be able to apply, fundamental principles of instruction. Perhaps most importantly, they need to be competent coaches. Much of this classroom training is devoted to hands-on practice. The quality of coaching will have a major impact on the success of those practice sessions. It is highly recommended that every instructor be a graduate of the IACP/NHTSA DRE Instructor Training School.

For the hands-on practice sessions, there should be at least one instructor for every three students, to permit adequate monitoring and coaching.

4. Class Size Considerations

The recommended maximum class size for this course is 25 students. Larger classes make it difficult to devote sufficient attention to each student to ensure that he or she develops examination skills to a level sufficient to progress to the Certification Phase. The preferred class size is 15-20 students.

E. Course Planning and Preparation Requirements

The fundamental preparatory step for any law enforcement agency desiring this training is to ensure that the agency and its community or state satisfy the prerequisites outlined in Section B, part 1 of this Administrator's Guide.

The next step is to select a cadre of appropriate candidate DREs. Make sure that each candidate satisfies the student prerequisites outlined in Section B.

The third step is to provide preliminary training to the candidate DREs. The IACP/NHTSA has developed a curriculum to support preliminary training for potential DREs. This training enables the candidates to become familiar with, and to start to develop skills in, the vital signs examinations and other elements of the drug evaluation and classification procedures.

The next step will be to schedule the class. States with well-established DEC Programs, including a cadre of experienced DRE instructors, are expected to plan and manage their own DRE Schools. However, they may be able to receive the services of additional (in-State and out-of-State) instructors, at IACP/NHTSA's expense. The IACP supplies manuals on-line for copying and other standard instructional materials at no charge. For States whose DEC Programs are new or developing, IACP/NHTSA assists with the planning and management of the Schools, and supplies most or all instructors.

In general, this classroom training course is conducted at facilities operated by the delivery agency or at other suitable locations. Departments are responsible for all costs associated with transporting their personnel to and from the training site, and for their lodging and subsistence during the training.

F. Examinations of Students' Knowledge and Proficiency

It is very important to test the students' knowledge and skill development. Testing in this course is conducted for two principle reasons: (1) to assess students' progress, and identify deficiencies that need correction; and, (2) as a learning activity for the students. Knowledge testing starts in the very first session of the course, when a PRE-Test is given. After the students have finished the PRE-Test, they can use it as a study guide throughout the course. Five formal quizzes also will be given. The first of these is given at the start of the third day of the school. The second quiz is given at the start of the fifth day, and the third quiz at the start of the sixth day. The fourth quiz is given at the end of the sixth day. The fifth quiz is given during the Optional Review Session that occurs during the evening of the sixth day. In addition, a self-study quiz is provided in the Student's Manual.

The most important knowledge test, of course, is the Final Examination. It is given on the final day of the School. The student must achieve a grade of at least 80% in order to progress to certification training. If a student fails the examination, the IACP International Standards permit one additional attempt. The additional attempt must be based on an examination approved for that purpose by the IACP, and cannot occur

earlier than two weeks, nor later than four weeks, following completion of the DRE School.

A skill examination also occurs during the next-to-last session of the DRE School. That is the session in which the students will examine instructors who are "playing the roles" of drug-impaired person. A Proficiency Examination Checklist (found in Session XXX of this Manual) is used to evaluate the students' performance.

G. Follow-Up Requirements

Upon completion of the classroom training, students will commence the Certification Phase, i.e., the application of drug evaluation and classification procedures in an actual enforcement context. During certification training, the students are supervised by certified DRE instructors. Under the IACP International Standards for certification, each student must participate in conducting at least 12 drug evaluations, at least six of which he or she must personally administer.

The student must also identify at least three of the seven drug categories in his or her evaluations. And, toxicologic specimens must be submitted from at least nine of the examined subjects, and analysis of those specimens must corroborate the student's opinion for at least 75% of the specimens submitted. Most importantly, the numbers and percentages cited here are minimum requirements: no student can be certified as a DRE until two instructors attest that he or she qualifies for certification.

The training delivery agency will compile the information needed to support an assessment of the classroom training each time it is conducted. This assessment will be based primarily on the (anonymous) Student's Critique Form, which appears in Session XXX of the Instructor's Lesson Plans Manual. Guidelines for preparing a post-course evaluation report based on the Student's Critique Form are covered in Section H.

H. Guidelines for Preparing Post-Course Evaluation

A standard IACP/NHTSA participant's critique form is provided to document participant's initial ratings of course content and activities. The form is divided into eight parts:

A. Workshop/Seminar Objectives
B. Course Activities
C. Course Design
D. Topic Deletions
E. Topic Additions
F. Ability to Identify Drug Categories
G. Overall Quality of the Course
H. Quality of Instruction
I. Final Comments or Suggestions

The following instructions are provided to guide review, analysis and interpretation of participant's comments:

Section A - Workshop/Seminar Objectives

Determine raw tabulation and percentages for each objective:

- If the "no"/"not sure" responses total 20% or more, some explanation should be provided. Assess the problem and explain or recommend changes as appropriate.

Section B - Course Activities

The rating choices are as follows:

1. Very Important
2. Somewhat Important
3. Un-Important
4. Not Sure

<u>Analysis Procedures</u>

Step 1: Tabulate total number of responses in each category for each activity.

Step 2: The following values should be applied:

- +2 for each "very important"
- 0 for each "somewhat important"
- -2 for each "un-important"
- -1 for each "not sure"

Step 3: Determine total number of points for each activity.
Step 4: Divide the totals by twice the number of votes (N).
Step 5: The result is the final rating.

Any rating of +.5 or higher indicated the participant's consensus was that the activity (segment) was "very important".

If the rating is below +.2, some explanation should be provided...assess the reason(s) and explain or recommend changes as appropriate.

If the rating is below 0 there is a serious problem...assess the problem(s) and explain or recommend changes as appropriate.

Section C - Course Design

Determine raw tabulation and percentage for each statement.

Some comment or explanation should be provided if the inappropriate ("agree"/"disagree") or "not sure" responses exceed 20%.

Section D & E - Topic Deletion/Additions

Prepare a summary of responses for each section. Comment as appropriate.

Section F - Ability to Identify Drug Categories

Total the numerical ratings, and divide by the number of responding participants. That gives the average rating for the section, on the scale from 1 ("very confident") to 3 ("not confident"). Comment as appropriate.

Section G - Overall Quality of the Seminar

Total the numerical ratings, and divide by the number of responding participants. That gives the average rating for the seminar, on the scale from 1 ("poor") to 5 ("excellent"). Comment as appropriate.

Section H - Quality of Instruction

For each instructor, tabulate his or her numerical ratings, and divide by the number of responding participants. Comment as appropriate.

Section I - Final Comments

Prepare a summary of responses for each section. Comment as appropriate.

NOTE: A copy of the completed post course evaluation report should be collected by the DEC Program State Coordinator or his/her designee. These reports will be used to assist in determining what revisions are needed to the course curriculum in the future when periodic course reviews are conducted by the IACP/NHTSA.

I. Requests for Information, Assistance or Materials

Departments interested in this program should contact their state's Office of Highway Safety or the individual State DEC Program Coordinator. Formal requests for this training should come from the State Highway Safety Office, and should be directed to the cognizant NHTSA Regional Office and the IACP.