60 Minutes

SESSION II

OVERVIEW OF DRUG EVALUATION AND CLASSIFICATION PROCEDURES

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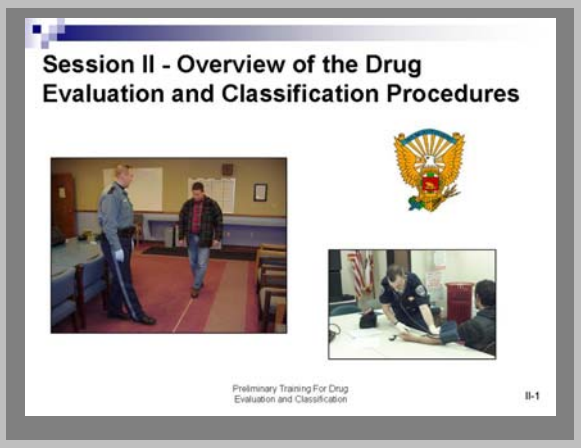
Upon successfully completing this session the student will be able to:

- Identify the twelve major components of the drug influence evaluation.
- Discuss the purposes of each component.

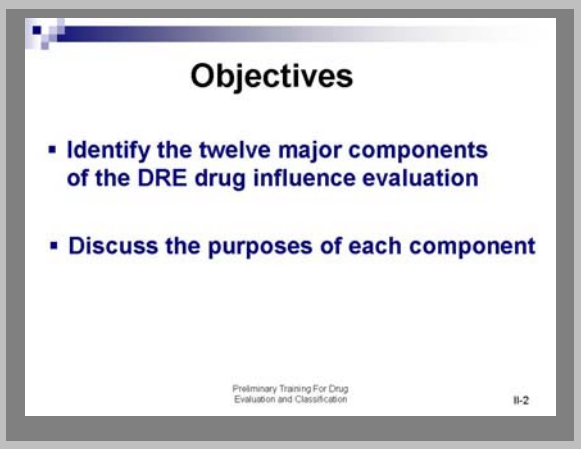
CONTENT SEGMENTS	LEARNING ACTIVITIES
A. Components of the Process	▪ Instructor-Led Presentations
B. Video/DVD Demonstrations	▪ Video/DVD Presentations

I. OVERVIEW OF DRUG EVALUATION AND CLASSIFICATION PROCEDURES

Slide II-1: Overview of the Drug Evaluation and Classification Procedures



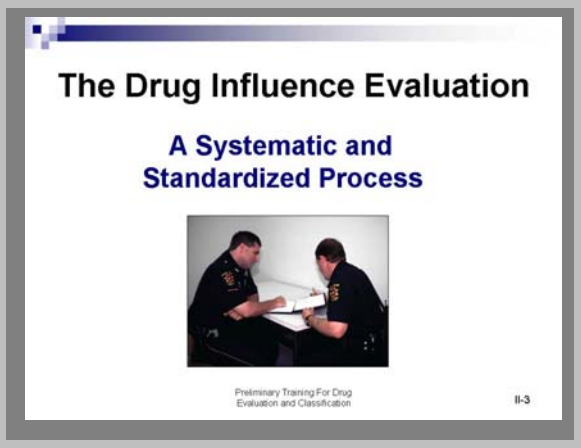
Slide II-2: Objectives



Briefly review the objectives, content and activities of this session.

A. *Components of the Process*

Slide II-3: The Drug Influence Evaluation



The Drug Influence Evaluation

The Drug Evaluation and Classification Process is a systematic and standardized method of examining a subject to determine:

- Whether the subject is impaired by a drug or combination of drugs.
- If the impairment is resulting from an injury, illness, or drug related.
- The category (or categories) of drugs that is (or are) the likely cause of the subject's impairment.

The process is systematic in that it is based on a careful assessment of a variety of observable signs and symptoms that are known to be reliable indicators of drug impairment.

Write on dry erase board or flip-chart: "A SYSTEMATIC PROCESS."

Some of these observable signs and symptoms relate to the subject's appearance.

Write "appearance" on dry erase board or flip-chart.

Some of the signs and symptoms relate to the subject's behavior.

Write "behavior" on dry erase board or flip-chart.

Some relate to the subject's performance of carefully administered psychophysical tests.

Write 'psychophysical testing" on dry erase board or flip-chart.

Ask students: "What does 'psychophysical' mean?"

- Drugs impair the subject's ability to control his or her mind and body.
- Psychophysical tests can disclose that the subject's ability to control mind and body is impaired.
- Point out that "psychophysical relates to the subject's mind (psyche) and body (physique).
- The specific manner in which the subject performs the psychophysical tests may indicate the type of impairment from which the subject is suffering. In turn, this may indicate the category or categories of drugs causing the impairment.

Some of the observable signs and symptoms relate to automatic responses of the subject's body to the specific drugs that are present.

Write "autonomic responses of the body" on the dry erase board or flip-chart.

All of these reliable indicators are examined and carefully considered before a judgment is made concerning what categories of drugs are affecting the subject.

The process is standardized in that it is administered the same way, to every subject, by every drug recognition expert.

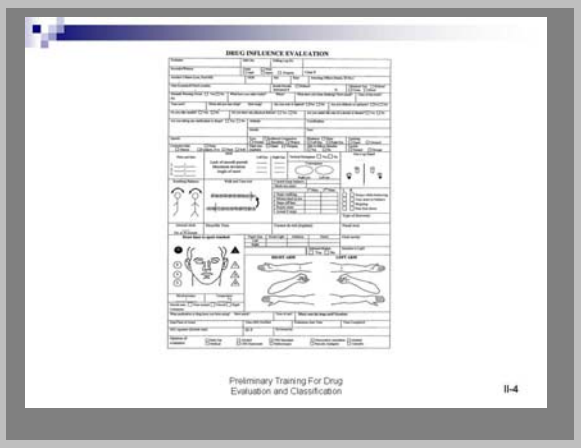
- Standardization helps to ensure that no mistakes are made.

Ask students: "Why is it so important to perform the drug evaluation and classification examination in exactly the same way, every time?"

Probe to draw out all major reasons for standardization.

- No examinations are left out.
- No extraneous or unreliable "indicators" are included.
- Standardization helps to promote professionalism among drug recognition experts.
- Standardization helps to secure acceptance in court.

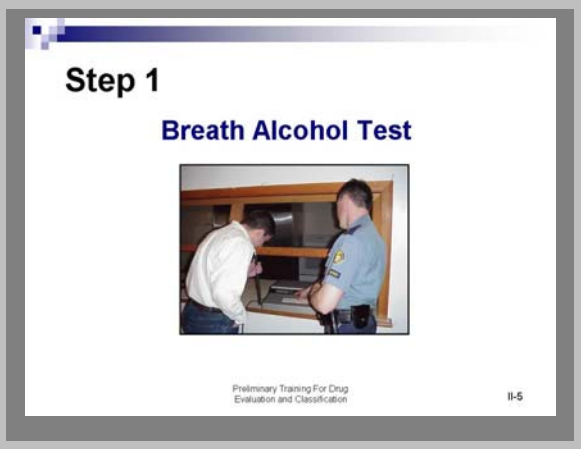
Slide II-4: Drug Influence Evaluation



Twelve Step Process

The Drug Evaluation and Classification process has twelve components or steps.

Slide II-5: Step 1 Breath Alcohol Test



Breath Alcohol Test

Breath Alcohol Test to determine Blood Alcohol Concentration (BAC).

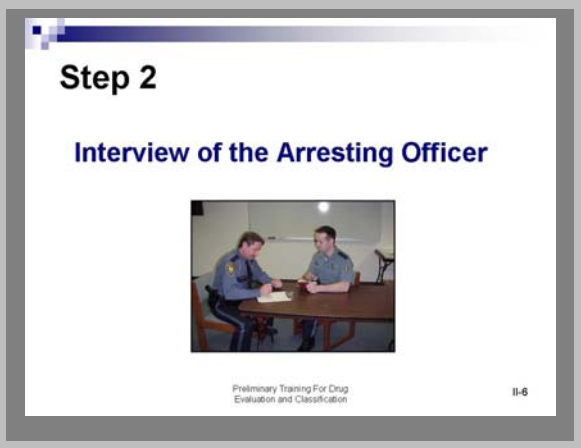
- The purpose of the breath test is to determine whether the specific drug, alcohol, may be contributing to the impairment observable in the subject.

- Obtaining an accurate measurement of BAC enables the DRE to assess whether alcohol may be the sole cause of the observable impairment, or

whether it is unlikely that some other drug or drugs, or other complicating factors are contributing to the impairment.

- Remind students that many subjects who are under the influence of drugs other than alcohol also have alcohol in their bodies.

Slide II-6: Step 2 Interview of the Arresting Officer



Interview of the Arresting Officer

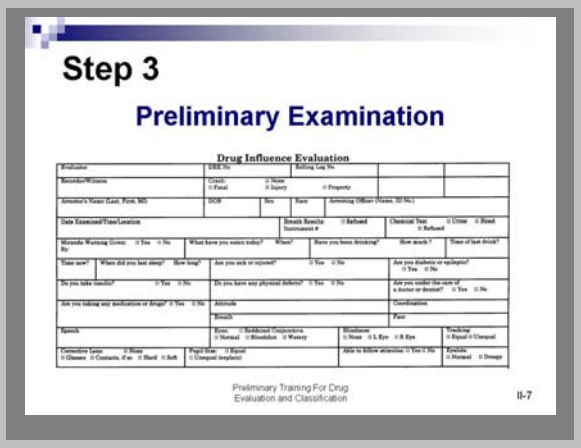
- In most cases, the subjects you will examine will not be people that you arrested.

- The arresting officer may have seen or heard things that would be valuable indicators of the kinds of drugs the subject has ingested.

- The arresting officer, in searching the subject, may have uncovered drug related paraphernalia, or even drugs themselves.

- The arresting officer also may be able to alert you to important information about the subject's behavior that could be very valuable for your own safety.

Slide II-7: Step 3 Preliminary Examination



Preliminary Examination

- The preliminary examination is your first opportunity to observe the subject closely and directly.

- Point out that the preliminary examination begins the "hands on" with the subject. Use of protective gloves is imperative.

- A major purpose of the preliminary examination is to determine if the subject may be suffering from an injury or some other medical condition not necessarily related to drugs.

Analogy: The preliminary examination is a "fork in the road." It can help you decide whether to continue with the drug evaluation, or to pursue a possible medical complication, or to proceed with a DWI (alcohol) case.

Another major purpose of the preliminary examination is to begin systematically assessing the subject's appearance, behavior and automatic bodily responses for signs of drug-induced impairment.

- Emphasize that the term "preliminary" does not imply "unimportant." Very valuable evidence often comes to light during the preliminary examination.

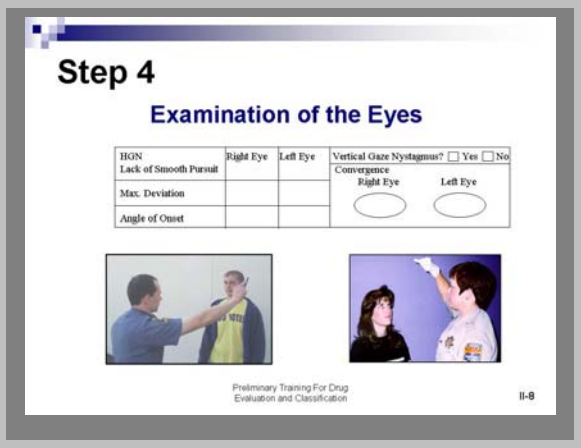
- The preliminary examination consists of a series of questions dealing with possible injuries or medical problems; observations of the subject's face, speech and breath; initial checks of the subject's eyes; and, an initial examination of the subject's pulse.

- Emphasize that courts generally accept these questions as not being in conflict with the subject's Miranda rights. However, the students must

comply with their own department's policies as to whether they should advise subjects of their Miranda rights before asking these questions.

- The initial examination of the eyes may reveal signs of injury or illness. A difference in pupil size of greater than 0.5 mm may indicate an injury or existing medical condition.

Slide II-8: Step 4 Examination of the Eyes



Examinations of the Eyes

This is the time when DRE's will administer three tests of the subject's eyes; Horizontal Gaze Nystagmus, Vertical Gaze Nystagmus and Lack of Convergence.

Ask students: "What do we look for, in a subject's eyes, to determine if he or she may be under the influence of alcohol?"

Probe, as necessary, to draw out the response "nystagmus."

Certain drugs produce very easily observable effects on the eyes.

- One of the most dramatic of these effects is nystagmus, which means an involuntary jerking of the eyes.

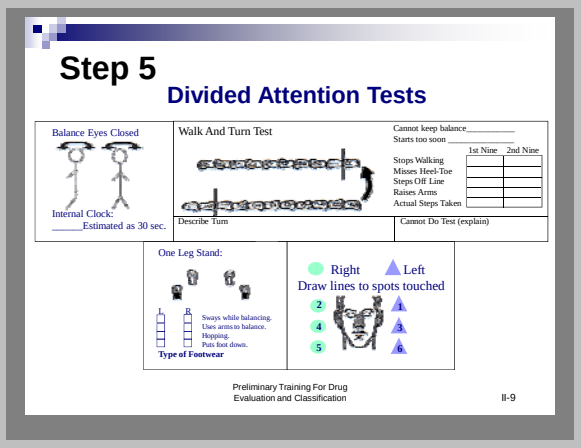
- Persons under the influence of alcohol usually will exhibit Horizontal Gaze Nystagmus, which is an involuntary jerking of the eyes as the eyes gaze to the side.

- Alcohol is not the only drug that causes nystagmus.

- Horizontal Gaze Nystagmus is not the only observable effect on the eyes that will be produced by various drugs.

- Point out that the examinations of the eyes will be covered in much greater depth subsequently.

Slide II-9: Step 5 Divided Attention Tests



Divided Attention Psychophysical Tests

Ask students: "What does 'divided attention' mean?"

Probe, as necessary, to draw out responses indicating the concept of "concentrating on more than one thing or task at a time."

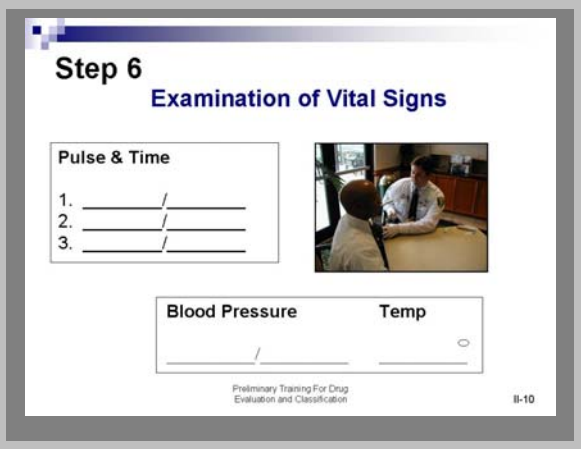
All drugs that impair driving ability will also impair the subject's ability to perform certain carefully designed divided attention tests.

These tests are familiar to you in the context of examining alcohol impaired subjects.

- Point out that students will have opportunities to practice administering these tests subsequently in the course.

- The same tests are very valuable for disclosing evidence of impairment due to drugs other than alcohol.

Slide II-10: Step 6 Examination of Vital Signs



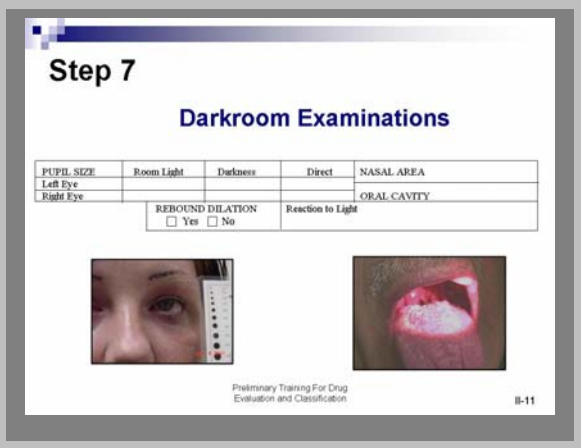
Examination of Vital Signs

Many categories of drugs affect the operation of the heart, lungs and other major organs of the body.

These effects show up during examination of the subject's vital signs.

- The vital signs that are reliable indicators of drug influence include blood pressure, pulse, and temperature.
- Blood pressure is measured with two medical instruments; a stethoscope and a sphygmomanometer.
- Point out that examinations of vital signs will be covered in depth subsequently, and that students will have ample opportunity to practice measuring vital signs.
- Point out that the students will learn to use medical instruments, including a stethoscope, a sphygmomanometer and an oral thermometer.

Slide II-11: Step 7 Darkroom Examinations



Dark Room Examinations

Many categories of drugs affect how the pupils of the eyes will appear, and how they respond to light.

- Certain kinds of drugs will cause the pupils to grow larger than normal, or dilate.
- Some other drugs cause the pupils to be smaller than normal, or constrict.

By systematically changing the amount of light entering the subject's eyes, we can observe the pupils' appearance and reaction under controlled conditions.

- We carry out these examinations in a dark room, using a penlight to control the amount of illumination entering the subject's eyes.

Exhibit a penlight.

- We use a device called a pupillometer to estimate the size of the subject's pupils.

Exhibit a pupillometer.

- Point out that the pupillometer has a series of circles or semi-circles of various sizes. By lining up the circles or semi-circles alongside the subject's pupil, the pupil's size can be determined.

Select a student to step forward and demonstrate the measurement of the student's pupils.

Shine the penlight directly into the student's eye, and again demonstrate the measurement of the pupils.

Select a student to step forward and demonstrate the measurement of the student's pupils.

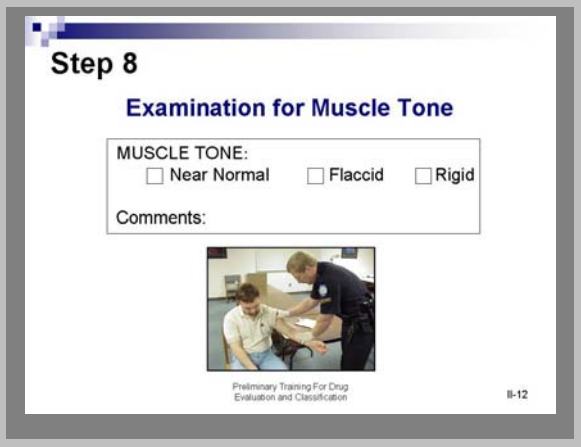
Shine the penlight directly into the student's eye, and again demonstrate the measurement of the pupils.

- Demonstrate that the two eyes "work together"; i.e., shine the penlight into one eye, and demonstrate that the pupil of the other eye also constricts.
- Demonstrate the examination of the student's nasal area and oral cavity.

Excuse the student and thank him or her for participating.

- Other examinations are also conducted in the darkroom, using the penlight: i.e.; examination of the nasal area and mouth for signs of drug use and for concealed contraband.
- Point out that the students will have several opportunities to practice conducting dark room examinations subsequently in the course.

Slide II-12: Step 8 Examination for Muscle Tone



Examination of Muscle Tone

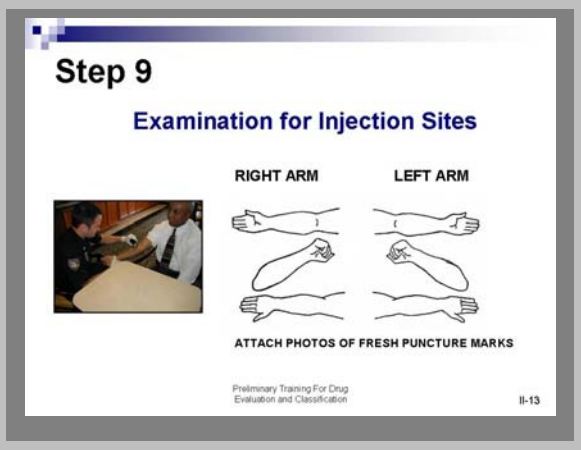
Certain categories of drugs can cause the user's muscles to become markedly tense, and rigid, while others can cause the muscles to be very flaccid, or loose and rubbery.

Evidence of muscle tone may come to light when the subject attempts to perform the divided attention test.

Evidence of muscle tone can also be observed when taking the subject's pulse and blood pressure.

- Point out that examination for muscle tone will be covered in greater depth later in the course.

Slide II-13: Step 9 Examination for Injection Sites



Examination for Injection Sites

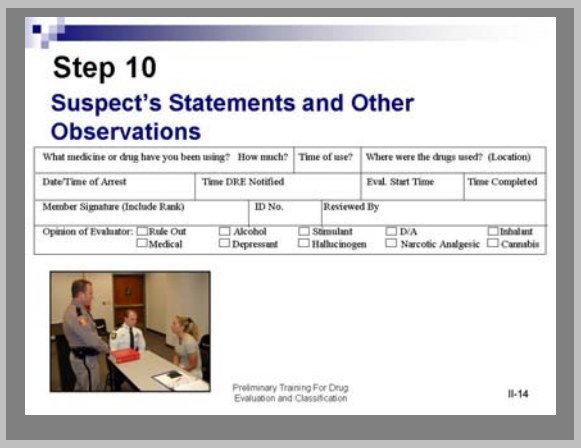
Certain drugs are commonly injected by their users via hypodermic needles.

Ask students: "What drug is most often associated with injection via hypodermic needle?"

- Heroin is probably most commonly associated with injection, but several other types of drugs also are injected by many users.

- Uncovering injection sites on a subject provides powerful evidence that he or she may be under the influence of specific types of drugs.

Slide II-14: Step 10 Suspect's Statements and Other Observations



Suspect's Statements and Other Observations

At this point in the evaluation, the trained DRE should have reasonable grounds to believe that the subject is under the influence of a drug or drugs.

- Point out that though the interview of the subject is the formal process of soliciting information about the subject's drug usage, any voluntary statements previously made during the evaluation should be noted and recorded.

The DRE should also have at least an articulable suspicion as to the category or categories of drugs causing the impairment.

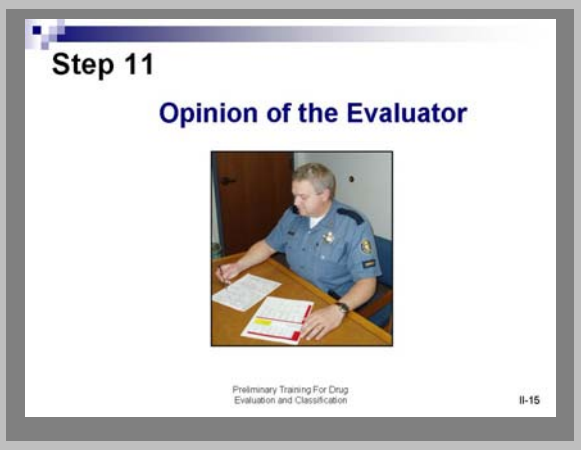
The DRE should proceed to interview the subject to confirm his or her suspicion/opinions concerning the drug or drugs involved.

- Emphasize that any such interview can proceed only in conformance with formal admonition and strict observance of the subject's Constitutional rights.

The DRE must carefully record the subject's statements and any other observations that may constitute relevant evidence of drug induced impairment.

- Point out that the appropriate procedures for interviewing subjects vary with the probable category or categories of drugs involved.

Slide II-15: Step 11 Opinion of the Evaluator



Opinion of the Evaluator

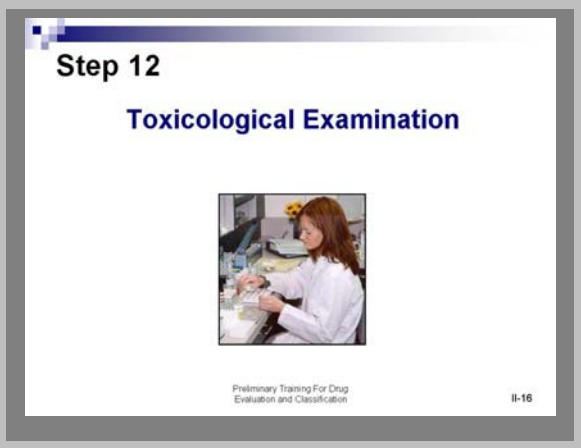
Based on all of the evidence and observations gleaned from the preceding ten steps, the DRE must reach an informed conclusion as to:

- Whether the subject is under the influence of a drug or drugs.
- If so, the probable category or categories of drugs causing the impairment.

The DRE must record a narrative summary of the facts forming the basis for his or her conclusions.

- Point out that if the DRE concludes that the subject is impaired, you will state that in your written narrative report.
- Point out that the DRE should refer to drug categories and not to specific drugs.

Slide II-16: Step 12 Toxicological Examination

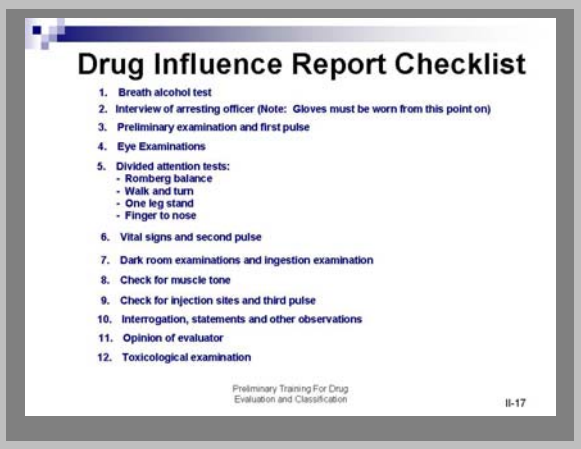


Toxicological Examination

- The toxicological examination is a chemical test or tests designed to obtain scientific, admissible evidence to substantiate the DRE's conclusions.
- Departmental policy and procedures must be carefully and completely followed in requesting, obtaining and handling the chemical sample.
- Point out in some cases, the arresting officer may have already obtained the specimen prior to the DRE's arrival.
- Point out that just because the subject refuses to provide a specimen for analysis does not effect the evaluation or your ability to form an opinion.

Solicit students' comments and questions concerning this preview of the Drug Evaluation and Classification procedures.

Slide II-17: Drug Influence Report Checklist



Review of Drug Influence Checklist

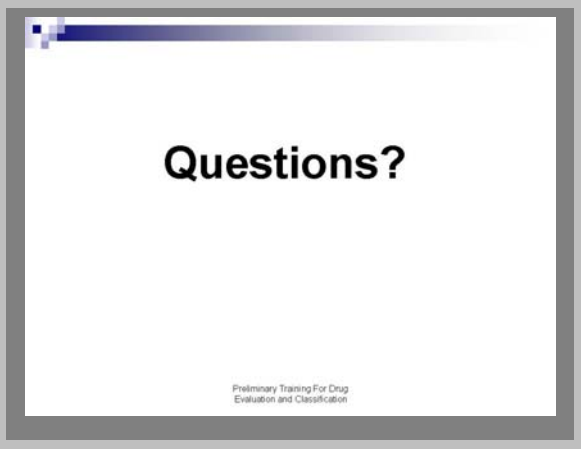
Instruct students to turn to the Drug Influence Evaluation Checklist in Section II of their Student Manual.

B. Video Demonstrations

Show the video of excerpts from the Drug Recognition Demonstration.

- NOTE: This is the 25 minute video segment that is shown in Session V of the 7-Day DRE School.

Slide II-18: Questions



Solicit students' questions about the video demonstrations.

REVIEW QUESTIONS

1. Study the drug influence evaluation checklist that appears on the preceding page, then put it aside, and list the twelve components of the drug influence evaluation in the sequence in which they are performed.

   1. Breath Test 2. Interview with Arresting Officer 3. Preliminary Examination
   4. Eye Examinations 5. Divided Attention Tests
   6. Vital Signs Examinations 7. Dark Room 8. Muscle Tone Examination
   9. Injection Sites 10. Suspect Interview 11. DRE Opinion
   12. Toxicological Examination

2. Name the four divided attention psychophysical tests used to assess a subject's impairment.

   1. Romberg Test 2. Walk and Turn 3. One Leg Stand 4. Finger to Nose

3. When is the first measurement of a subject's pulse rate taken?

   Preliminary Examination

4. Name the two medical instruments that are needed to measure a subject's blood pressure.

   Sphygmomanometer and Stethoscope

5. What is the name of the device used to estimate the size of the subject's pupils?

   Pupillometer

6. Which categories of drugs usually cause nystagmus? Which usually cause Lack of Convergence?

   CNS Depressants, Inhalants, Dissociative Anesthetics
   CNS Depressants, Inhalants, Dissociative Anesthetics, Cannabis

7. Which categories usually elevate pulse rate? Which usually lower the pulse rate?

   CNS Stimulants, Hallucinogens, Dissociative Anesthetics
   Inhalants, Cannabis, CNS Depressants, Narcotic Analgesics

International Association of Chiefs of Police

Drug Evaluation and Classification Program

Drug Influence Report Checklist

_____ 1. Breath Alcohol Test

_____ 2. Interview of Arresting Officer

_____ 3. Preliminary Examination and First Pulse
(Note: Gloves must be worn from this point on.)

_____ 4. Eye Examinations

_____ 5. Divided Attention Tests:

- _____ Romberg Balance
- _____ Walk and Turn
- _____ One Leg Stand
- _____ Finger to Nose

_____ 6. Vital Signs and Second Pulse

_____ 7. Dark Room Examinations and Ingestion Examination

_____ 8. Check for Muscle Tone

_____ 9. Check for Injection Sites and Third Pulse

_____ 10. Interrogation, Statements, and Other Observations

_____ 11. Opinion of Evaluator

_____ 12. Toxicological Examination