Materials needed for this session:

• Course Pre-tests

• Participant Manuals with current course schedule
A. Welcoming Remarks and Goals

Welcoming Remarks

Welcome to the second phase of DRE training. The DRE training focuses on a set of examination procedures, or steps that make up the drug influence evaluation. The DRE School provides detailed explanations of the evaluation procedures; careful demonstrations of these procedures, both “live” and via video; and ample opportunities for the participants to practice administering the evaluations.

Introductions - Representatives of Host Agencies and Other Dignitaries

Dignitary introductions and their welcoming remarks must be kept brief; no more than 10 minutes can be devoted to this.

Faculty Introductions

Lead off instructors introduce the instructor faculty. State names, agency affiliations, and experience. Ask each instructor to stand as they are introduced.
B. **Housekeeping**

*Paperwork*

- Completion of registration forms, travel vouchers, etc.

*Attendance*

Attendance is mandatory at all sessions of this school.

- If a Participant misses any portion of this school, he or she must make up the deficiency via after hours tutoring before beginning certification training.

*Breaks*

- Time is allotted for breaks and reconvening.

*Facility*

- Locations of restrooms, lunchrooms, etc.

*Interruptions*

- No texting or email monitoring. Turn off all electronic devices.
The term "DRE" is used to designate an individual who is specially trained to conduct evaluations of suspected drug-impaired subjects. In some agencies, the term stands for "drug recognition expert"; in others, it means "drug recognition examiners"; and in others "drug recognition evaluator".

In addition, some agencies use the terms "DRT" (for drug recognition technician) or "DRS" (drug recognition specialists). All of these are acceptable and synonymous. But for this training program, the standard term is DRE.

DRE Certification Phases
You have all completed the DRE Pre-School and we look forward to working with you to successfully complete phase two of the certification process. Upon completion of this course, you will be fully proficient in checking vital signs, conducting careful examinations of the eyes, administering divided attention tests and, in general, carrying out the procedural steps of the DRE's job.
There is one essential learning experience that this classroom training cannot provide – the opportunity to practice examining subjects who are under the influence of drugs other than alcohol. For this reason, this classroom training only constitutes Phase II in the process of developing DRE skills. Phase III of the training (which commences upon the successful completion of this course) involves hands-on practice in an actual enforcement context, i.e. examining persons who are under the influence of drugs.

Although this DRE School will not conclude with the participant's immediate certification as a DRE, successful completion of this classroom training is highly important. No one can advance to Certification Training until they demonstrate a mastery of basic knowledge of drug categories and their effects on the human mind and body, and of the basic skills in administering and interpreting the examinations in the Drug Evaluation and Classification process.
The ultimate goal of the Drug Evaluation and Classification (DEC) program, and of this course of instruction, is to "help you prevent crashes, deaths and injuries caused by drug-impaired drivers".

No one knows precisely how many people operate motor vehicles while under the influence of drugs, or how many crashes, deaths and injuries these people cause. But even the most conservative estimates suggest that America's drug-impaired drivers kill thousands of people each year, and seriously injure tens of thousands of others. There are numerous studies that illustrate these facts.
Upon successfully completing this session participants will be able to:

- State the objectives and goals of the course.
- Outline the major course content.
- Outline the schedule of major course activities.
- Outline the Participant Manual content and organization.
- Recognize course administrative matters.

_During this session, participants will demonstrate current knowledge of basic concepts and terminology relevant to the Drug Evaluation and Classification Process._

**CONTENT SEGMENTS**

A. Welcoming Remarks and Goals  
B. Housekeeping  
C. Participant Introductions  
D. Training Goals  
E. Training Objectives  
F. Overview of Content and Schedule  
G. Course Activities  
H. Overview of Participant Manual  
I. Glossary of Terms  
J. Course Pre-Test Administration

**LEARNING ACTIVITIES**

- Instructor Led Presentations  
- Participant Led Presentations  
- Knowledge Examination  
- Reading Assignments
Maryland Shock Trauma Center study (1985 – 1986)

- 32% of drivers treated at the Shock Trauma Center had used marijuana prior to their crashes.
University of Tennessee study (1988)

- 40% of drivers treated at Trauma Center for crash injuries had drugs other than alcohol in them.
NHTSA (Terhune, Ippolito, Hendricks et al., 1992)

- 1,882 operators involved in fatal crashes from 13 locations from eight states were tested for alcohol and 43 other drugs.

- Alcohol was the most prevalent drug detected in 51.5% of the crashes, while other drugs were involved in 17.8% of the crashes.
The results of tests of blood and/or urine from 370 fatally injured drivers revealed the following drugs:

- Marijuana (12%)
- Benzodiazepines (5%)
- Cocaine (4.8%)
- Amphetamines (4.8%)

Washington State (Schwilke, et al., 2006)

The results of tests of blood and/or urine from 370 fatally injured drivers revealed that:

- Marijuana was the most encountered drug (12 %), followed by:
  - Benzodiazepines (5 %)
  - Cocaine (4.8 %)
  - Amphetamines (4.8 %)
Drugged Driving Incidence

- In 2010, more than 19% of high school seniors admitted driving under the influence of marijuana. *(SADD)*
- 2010: 10.6 million people reported driving under the influence of an illicit drug during the past year. *(NSDUH)*

We can do something to remove drugged drivers from our roads.
The Drug Evaluation and Classification Program (DECP) is based on solid medical and scientific facts.

The validity of the DECP has been tested in carefully controlled research in both the laboratory and the field.

By enrolling in Drug Recognition Expert (DRE) training, you have become part of an elite international program. DREs form one of the tightest knit fraternities in law enforcement.

DREs from many agencies and from many parts of the country work closely together to share information and other resources, and to maintain the highest standards of quality.

*Each of you has been selected to receive this training because you were recognized by your department as a skilled and dedicated law enforcement professional.*

*Your instructors welcome you to this school and are proud to have you here, and we’re sure that you are proud to be here.*
C. Participant Introductions

*Whenever possible, the instructor should consider using creative and innovative icebreaking techniques.*

*At a minimum, instruct each participant to stand and give their name, agency affiliation and experience.*
D. Training Goals

The goals of the classroom training, from the viewpoint of the law enforcement agencies participating in it, are three fold:

1. To help police officers acquire the knowledge and skills needed to distinguish individuals under the influence of:
   - Alcohol
   - Other drugs
   - Combinations of alcohol and other drugs
   - Who are suffering from an injury or illness
2. To enable police officers to identify the broad category or categories of drugs inducing the observable signs of impairment manifested by an individual.

3. To qualify police officers to progress to Certification Training.
E. Training Objectives

Refer to wall charts when previewing the content topics. Give a brief overview of the contents covered under each major topic.

When you successfully complete this school, you will be able to:

• Describe the involvement of drugs in impaired driving incidents
• Name the seven drug categories and recognize their effects
• Describe and properly conduct the drug influence evaluation
• Document the results of the drug influence evaluation
• Properly interpret the results of the evaluation
• Prepare a narrative for the Drug Influence Report
Classroom Training Objectives (Cont.)

- Discuss appropriate procedures for testifying in typical drug evaluation and classification cases
- Prepare and maintain a relevant and up-to-date Curriculum Vitae (C.V.)

Before you can be certified as a DRE, you will have to demonstrate that you can do each of these things.
F. Overview of Course Content and Schedule

The course will cover the following topics:

- Drugs in society and in vehicle operation
- Development and effectiveness of the Drug Evaluation and Classification Program (DECP)
- Overview of the DEC procedures
- Eye examinations
- Physiology and drugs
- Vital signs examinations
- The seven categories of drugs
• The Physician’s Desk Reference (PDR) and other reference sources
• Interviewing suspects
• Curriculum Vitae (C.V.)
  • Preparation
  • Maintenance
• Case preparation and testimony
• Classifying a suspect
  • Interpreting and documenting examination results

Solicit questions concerning the course content major topics.
G. Course Activities

Refer to the wall chart outlining practice sessions.

Hands-on practice is the principal learning activity of the course.

**Eye Examinations Practice:**
- Nystagmus, Lack of Convergence, Pupil Size, and Reaction to Light

**Alcohol Workshop:**
- Psychophysical testing practice
- Volunteer drinkers from outside the class will be recruited for this session.

**Practicing interpretation of the examination results:**
- Several sessions will be devoted to this allowing the participants to review drug evaluation reports and identify the probable drug category or combinations of categories.

**Vital signs examinations:**
- Pulse, Blood Pressure, Body Temperature
Practicing administration of the drug influence evaluation:

- Several sessions will be devoted to this. In each, participants will practice administering the drug influence examinations to each other. No hands-on practice with actual drugged subjects is included in the classroom portion of DRE training.

Simulated drug impaired subject examinations:

- Participants will work in teams to conduct and document examinations of instructors who will be simulating the indicators of drug-impaired subjects.

Solicit questions concerning the hands-on practice sessions.
Schedule

Refer to the wall chart outlining practice sessions.

• Course schedule is located in the Participant Manual.
• Give a brief overview of the schedule of sessions.

Solicit questions concerning the schedule.
H. Overview of Participant Manual

- The Participant manual is the basic reference document for this course.

- The manual contains thumbnails of each instructor presentation per session that includes key messages for each frame.

*Open the manual to Session I, and briefly review the content which illustrates how the document is organized.*

- Read each session prior to each day’s classes.

- Use the manual to review the material prior to taking the final exam.
By taking good notes, and by studying the manual carefully, participants should have no trouble in passing the course.

• There will be numerous quizzes during the class.

At the conclusion of the classroom training, the Participant must pass the written test with a score of 80% or better in order to progress to the certification phase.
I. Glossary of Terms

The Glossary of Terms used in the course is located in the Participant Manual.
J. Course Pre-Test Administration

Instructor: Hand out pre-tests.

- The pre-test scores do not affect passage of this course, nor will the pre-test be a part of the participants’ permanent record. Allow 10 minutes for the participants to complete, then collect the pre-tests.

- A “clean” copy of the pre-test is located at the end of Session I in the Participant Manual. Use the pre-test as a study guide while progressing through the course.
Solicit participants’ comments or questions concerning the Introduction and Overview.