

U. S. COAST GUARD
MARITIME LAW ENFORCEMENT ACADEMY



INSTRUCTOR GUIDE

BUI Detection (Phases I, II, and III)

1.3-2-3-2-07.1

JULY/07



INSTRUCTOR GUIDE

INSTRUCTOR GUIDE: BUI Detection (Phases I, II, and III)

LESSON NUMBER: 1.3-2-3-2-07.1

LESSON DATE: JULY/07

LENGTH OF PRESENTATION: 4.0 Hours

PROGRAM	CLASSROOM	PRACTICE	EVALUATION	TOTAL
BO	1.5	2.5	0.0	4.0
BOPC	1.5	2.5	0.0	4.0

DESCRIPTION: The purpose of this lesson is to

- train the Boarding Officer in making the appropriate decision regarding possible Boating Under the Influence (BUI).
- instruct a Boarding Officer in the proper administration of the Field Sobriety testing procedures.

TERMINAL PERFORMANCE OBJECTIVES: 2.5

ENABLING OBJECTIVES: 2.5.1
2.5.3

METHOD OF PRESENTATION: Participative Lecture, Practical Exercise

PQS REQUIREMENT: 3-04

REFERENCES: MLEM.11.C.5.d, NHTSA BUI Detection and Standardized FST Manual

EQUIPMENT AND RESOURCES: Field Sobriety Test Performance Report
SFST Detection CD with Answer Sheets (Session XI-A)
Room with standard A/V package
Masking Tape
Magna-slick board/Markers

SAFETY NOTICE: None



INSTRUCTOR GUIDE

INSTRUCTOR SPECIAL REQUIREMENTS:

One instructor is needed for the lecture, discussion and demonstration portions of this training session.

DEMONSTRATION SET UP:

Ensure that students have their workbooks which include the Field Sobriety Test Performance Report. Cue up the video to use at the end of the class and ensure that it is operational.

LESSON INTRODUCTION:

Gaining Attention:

In your last BUI class, we discussed physiology and stressors. In this class, we'll talk about how to differentiate between stressors and the actual effects of intoxication.

Lesson Objectives:

1. **EXPLAIN** the three phases in determining an intoxicated individual and what questions must be answered.

Phase I:

2. **LIST** visual observations that may be associated with intoxicated operation.

Phase II:

3. **LIST** the indicators a Boarding Officer may see during a boarding that may suggest impairment.
4. **LIST** the indicators a Boarding Officer may hear during a boarding that may suggest impairment.
5. **LIST** the indicators a Boarding Officer may smell during a boarding that may suggest impairment.

Phase III:

6. **STATE** how a Boarding Officer discriminates between stressors and symptoms of impairment.
7. **DEMONSTRATE** the standard procedures of an afloat field sobriety test to include: Alphabet Test, Backwards Count, Finger Count, Palm Pat, Finger to Nose, and Horizontal Gaze Nystagmus.
8. **DEMONSTRATE** the standard procedures of an ashore field sobriety test to include: Horizontal Gaze Nystagmus, Walk and Turn, and One-Leg Stand.



9. **EXPLAIN** the three specific clues of alcohol influence observed while administering the Horizontal Gaze Nystagmus test.

Presenting the Information:

- RP-1. WHAT WAS COMMON TO THE MAJORITY OF THOSE STRESSORS?

Most of the effects are internal to the individual.

- RP-2. WHAT DO WE CALL THE THINGS WE CAN SEE, HEAR, AND SMELL ON A BOARDING?

They are called behavioral observations.

1. WHAT ARE THE THREE PHASES IN DETERMINING AN INTOXICATED INDIVIDUAL?

- **Phase I:** The BO observes the subject and/or the operation of the vessel.
- **Phase II:** The BO uses standard boarding and inspection procedures to observe the individual(s) on board.
- **Phase III:** The BO administers field sobriety tests and evaluates the subject's degree of intoxication.

2. This class will deal with Phases I, II, and III.

3. For each phase, there is a major decision that the BO must make.

4. WHAT DECISION MUST THE BO MAKE IN PHASE I AND PHASE II?

- **Phase I:** The BO must decide whether or not to board the vessel and conduct a boarding to enforce all applicable regulations.
- **Phase II:** During the course of the standard boarding and inspection procedures, the BO must determine if there are any reasons to suspect intoxication.

5. Let's look at each phase and discuss what observations may be made.

6. In Phase I of the Detection process, the vessel is observed in operation.



7. WHAT ARE SOME OF THE VESSEL OPERATIONS WHICH MAY BE ASSOCIATED WITH INTOXICATION?

- Excessive Speed
- Erratic Operation
- Lack of Lights

8. DO THESE OBSERVATIONS NECESSARILY INDICATE INTOXICATION?

No.

9. WHO ARE WE GOING TO ENFORCE THE BUI REGULATION ON?

This depends on the type of boat. Refer to 33 CFR 95.015(a)(b).

10. SHOULD WE ATTEMPT TO IDENTIFY THE OPERATOR BEFORE STOPPING THE VESSEL?

Yes.

Note: Write *See*, *Hear*, and *Smell* on the board. Ask the questions 11-13 that follow in the Instructor Guide and write the students' responses in the appropriate category. Have one team be prepared to defend you against these charges.

11. WE HAVE DECIDED TO BOARD THE VESSEL AND ENTER PHASE II. DURING THE COURSE OF YOUR BOARDING, WHAT ARE SOME OBSERVATIONS THAT YOU MAY SEE THAT SUGGEST ALCOHOL/DRUG USE?

- Bloodshot eyes
- Soiled clothing
- Alcohol containers
- Unusual actions

12. DURING THE COURSE OF YOUR BOARDING, WHAT ARE SOME THINGS THAT YOU MAY HEAR THAT SUGGEST ALCOHOL/DRUG USE?

- Slurred speech
- Admission of drinking
- Inconsistent responses
- Abusive language



13. DURING THE COURSE OF YOUR BOARDING, WHAT ARE SOME THINGS THAT YOU MAY SMELL THAT SUGGEST ALCOHOL/DRUG USE?

- The odor of an alcoholic beverage
- Cover-up odors (mouthwash, chewing gum)
- Other unusual odors (Fecal matter, urine, vomit)

Note: Referring back to the three lists that the students have generated, begin to cross out all that could be stressor related. When you have crossed out everything, ask the following:

14. "NOW OFFICER JONES, WHAT EVIDENCE DO YOU HAVE AGAINST MY CLIENT?"

Note: Have the team that was selected to defend you against the charges take each item apart one at a time, explaining each. All (or almost all) of the items should be erased/crossed out by the time you are done.

15. This is used to show how stressors can look the same as symptoms of intoxication.

16. After you have made all these observations during Phases I and II, you, as the BO must take stressors into account.



PERFORMANCE DEMONSTRATION	ALPHABET TEST (AFLOAT)
<p><u>Introduction</u></p>	<ol style="list-style-type: none"> 1. HOW DO YOU DIFFERENTIATE BETWEEN WHAT IS A STRESSOR AND WHAT ARE SYMPTOMS OF INTOXICATION? Through the use of pre-test questions. 2. CAN YOU THINK OF ANY QUESTIONS YOU NEED TO ASK THAT WILL HELP WITH YOUR DECISION PROCESS? <ul style="list-style-type: none"> • Are you on any medications? • How long have you been underway? • When did you last sleep? 3. Pass out the Field Sobriety Test Performance Report (FSTPR). 4. This report was designed as a memory aid and a note taking aid for case documentation. 5. Take a minute to look at the FSTPR. Look at the questions to the upper right on the front side. This is a list of questions that must be asked as a standard for the FSTs, but by no means is it all-inclusive. Refer to the list of questions on the board. These can help you as well. 6. Alphabet Test Hints: <ul style="list-style-type: none"> • Some languages and dialects have different alphabets. • Watch for accents. • Don't give the test in the subject's native tongue unless you are 100% fluent in the language yourself. • Create a key for documentation purposes. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Note: Advise students to create a key on the FSTPR to document the individual's performance on the Alphabet Test (i.e. - over a letter they sang, / through a letter they missed, etc). This will add to the officer's credibility when they are documenting the case or testifying in court.</p> </div>



<p><u>Instructor Demonstration</u></p>	<ol style="list-style-type: none"> 1. Ensure that each student has a FSTPR. 2. Demonstrate the Alphabet Test. Criticalities follow. <table border="1" data-bbox="581 426 1437 1283" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px; text-align: center;">1</td> <td>“Recite the alphabet without singing.”</td> </tr> <tr> <td style="text-align: center;">2</td> <td>“Do you understand?”</td> </tr> <tr> <td style="text-align: center;">3</td> <td>“Begin the test.”</td> </tr> <tr> <td style="text-align: center;">4</td> <td> Observe the subject’s performance. <ul style="list-style-type: none"> <input type="checkbox"/> Completed satisfactorily <input type="checkbox"/> Sang <input type="checkbox"/> Letter missed <input type="checkbox"/> Letter repeated <input type="checkbox"/> Hesitation <input type="checkbox"/> Refused test <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Note: An operator’s refusal to submit to a BAC test may give rise to a presumption of intoxication. Reasonable suspicion of intoxication, combined with a refusal to submit to a BAC test, may satisfy the probable cause standard. Operators of U.S. recreational vessels refusing to submit to a BAC test shall be given the following verbal warning: “Your refusal to submit to BAC testing is admissible evidence in any administrative proceedings, and may result in a legal presumption that you are intoxicated; further, your refusal may result in termination of your voyage.”</p> </div> </td> </tr> </table> 	1	“Recite the alphabet without singing.”	2	“Do you understand?”	3	“Begin the test.”	4	Observe the subject’s performance. <ul style="list-style-type: none"> <input type="checkbox"/> Completed satisfactorily <input type="checkbox"/> Sang <input type="checkbox"/> Letter missed <input type="checkbox"/> Letter repeated <input type="checkbox"/> Hesitation <input type="checkbox"/> Refused test <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Note: An operator’s refusal to submit to a BAC test may give rise to a presumption of intoxication. Reasonable suspicion of intoxication, combined with a refusal to submit to a BAC test, may satisfy the probable cause standard. Operators of U.S. recreational vessels refusing to submit to a BAC test shall be given the following verbal warning: “Your refusal to submit to BAC testing is admissible evidence in any administrative proceedings, and may result in a legal presumption that you are intoxicated; further, your refusal may result in termination of your voyage.”</p> </div>
1	“Recite the alphabet without singing.”								
2	“Do you understand?”								
3	“Begin the test.”								
4	Observe the subject’s performance. <ul style="list-style-type: none"> <input type="checkbox"/> Completed satisfactorily <input type="checkbox"/> Sang <input type="checkbox"/> Letter missed <input type="checkbox"/> Letter repeated <input type="checkbox"/> Hesitation <input type="checkbox"/> Refused test <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Note: An operator’s refusal to submit to a BAC test may give rise to a presumption of intoxication. Reasonable suspicion of intoxication, combined with a refusal to submit to a BAC test, may satisfy the probable cause standard. Operators of U.S. recreational vessels refusing to submit to a BAC test shall be given the following verbal warning: “Your refusal to submit to BAC testing is admissible evidence in any administrative proceedings, and may result in a legal presumption that you are intoxicated; further, your refusal may result in termination of your voyage.”</p> </div>								
<p><u>STUDENT WALKTHROUGH</u></p>	<p>Students will practice each step of the Alphabet Test as the instructor demonstrates the technique.</p>								
<p><u>STUDENT PRACTICE</u></p>	<p>Students will practice each afloat FST with partners.</p>								
<p><u>EVALUATION</u></p>	<p>N/A</p>								



INSTRUCTOR GUIDE

PERFORMANCE DEMONSTRATION	BACKWARDS COUNT (AFLOAT)								
<p><u>Introduction</u></p>	<ol style="list-style-type: none"> 1. The Backwards Count tests memory and the ability to follow simple instructions. 2. Develop a key to document the individual's performance. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Note: Advise students to create a key on the FSTPR to document the individual's performance on the backwards count (i.e. - over a number they missed, / through a number they repeated, etc). This will add to the officer's credibility when they are documenting the case or testifying in court.</p> </div>								
<p><u>Instructor Demonstration</u></p>	<ol style="list-style-type: none"> 1. Ensure that each student has a FSTPR. 2. Demonstrate the Backwards Count. Criticalities follow. <table border="1" style="width: 100%; margin-top: 10px;"> <tbody> <tr> <td style="width: 30px; text-align: center;">1</td> <td>"Count backwards from 25 to 1."</td> </tr> <tr> <td style="text-align: center;">2</td> <td>"Do you understand?"</td> </tr> <tr> <td style="text-align: center;">3</td> <td>"Begin the test."</td> </tr> <tr> <td style="text-align: center;">4</td> <td> Observe the subject's performance. <ul style="list-style-type: none"> <input type="checkbox"/> Completed satisfactorily <input type="checkbox"/> Numbers missed <input type="checkbox"/> Numbers repeated <input type="checkbox"/> Hesitation <input type="checkbox"/> Refused test </td> </tr> </tbody> </table>	1	"Count backwards from 25 to 1."	2	"Do you understand?"	3	"Begin the test."	4	Observe the subject's performance. <ul style="list-style-type: none"> <input type="checkbox"/> Completed satisfactorily <input type="checkbox"/> Numbers missed <input type="checkbox"/> Numbers repeated <input type="checkbox"/> Hesitation <input type="checkbox"/> Refused test
1	"Count backwards from 25 to 1."								
2	"Do you understand?"								
3	"Begin the test."								
4	Observe the subject's performance. <ul style="list-style-type: none"> <input type="checkbox"/> Completed satisfactorily <input type="checkbox"/> Numbers missed <input type="checkbox"/> Numbers repeated <input type="checkbox"/> Hesitation <input type="checkbox"/> Refused test 								
<p><u>STUDENT WALKTHROUGH</u></p>	<p>Students will practice each step of the Backwards Count Test as the instructor demonstrates the technique.</p>								
<p><u>STUDENT PRACTICE</u></p>	<p>Students will practice each afloat FST with partners.</p>								
<p><u>EVALUATION</u></p>	<p>N/A</p>								



PERFORMANCE DEMONSTRATION	FINGER COUNT (AFLOAT)																				
<p><u>Introduction</u></p>	<p>The Finger Count tests coordination, motor skills, memory and the ability to follow directions.</p>																				
<p><u>Instructor Demonstration</u></p>	<ol style="list-style-type: none"> 1. Ensure that each student has a FSTPR. 2. Demonstrate the Finger Count. Criticalities follow. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px; text-align: center;">1</td> <td>“Extend your hand like this.” (Demonstrate)</td> </tr> <tr> <td style="text-align: center;">2</td> <td>“Do not begin until told.”</td> </tr> <tr> <td style="text-align: center;">3</td> <td>“Touch each of your fingers with the tip of your thumb. Start with your index finger, like this.” (Demonstrate)</td> </tr> <tr> <td colspan="2" style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p>Note: Make sure you demonstrate the correct finger position, with the tip of your finger to tip of your thumb.</p> </div> </td> </tr> <tr> <td style="text-align: center;">4</td> <td>“While doing this, count ‘1, 2, 3, 4;’ count back ‘4, 3, 2, 1.’” (Demonstrate)</td> </tr> <tr> <td style="text-align: center;">5</td> <td>“Speed up as you go and do not stop until told.”</td> </tr> <tr> <td style="text-align: center;">6</td> <td>“Do you understand?”</td> </tr> <tr> <td style="text-align: center;">7</td> <td>“Begin the test.” Observe 4 sets. Stop.</td> </tr> <tr> <td colspan="2" style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p>Note: A set is up and back. 1, 2, 3, 4, and 4, 3, 2, 1 is a set.</p> </div> </td> </tr> <tr> <td style="text-align: center;">8</td> <td> Observe the subject’s performance. <ul style="list-style-type: none"> <input type="checkbox"/> Completed satisfactorily <input type="checkbox"/> Miscalculated <input type="checkbox"/> Sliding of fingers <input type="checkbox"/> Did not speed up <input type="checkbox"/> Improper finger touch <input type="checkbox"/> Improper finger count <input type="checkbox"/> Refused test </td> </tr> </table> 	1	“Extend your hand like this.” (Demonstrate)	2	“Do not begin until told.”	3	“Touch each of your fingers with the tip of your thumb. Start with your index finger, like this.” (Demonstrate)	<div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p>Note: Make sure you demonstrate the correct finger position, with the tip of your finger to tip of your thumb.</p> </div>		4	“While doing this, count ‘1, 2, 3, 4;’ count back ‘4, 3, 2, 1.’” (Demonstrate)	5	“Speed up as you go and do not stop until told.”	6	“Do you understand?”	7	“Begin the test.” Observe 4 sets. Stop.	<div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p>Note: A set is up and back. 1, 2, 3, 4, and 4, 3, 2, 1 is a set.</p> </div>		8	Observe the subject’s performance. <ul style="list-style-type: none"> <input type="checkbox"/> Completed satisfactorily <input type="checkbox"/> Miscalculated <input type="checkbox"/> Sliding of fingers <input type="checkbox"/> Did not speed up <input type="checkbox"/> Improper finger touch <input type="checkbox"/> Improper finger count <input type="checkbox"/> Refused test
1	“Extend your hand like this.” (Demonstrate)																				
2	“Do not begin until told.”																				
3	“Touch each of your fingers with the tip of your thumb. Start with your index finger, like this.” (Demonstrate)																				
<div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p>Note: Make sure you demonstrate the correct finger position, with the tip of your finger to tip of your thumb.</p> </div>																					
4	“While doing this, count ‘1, 2, 3, 4;’ count back ‘4, 3, 2, 1.’” (Demonstrate)																				
5	“Speed up as you go and do not stop until told.”																				
6	“Do you understand?”																				
7	“Begin the test.” Observe 4 sets. Stop.																				
<div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p>Note: A set is up and back. 1, 2, 3, 4, and 4, 3, 2, 1 is a set.</p> </div>																					
8	Observe the subject’s performance. <ul style="list-style-type: none"> <input type="checkbox"/> Completed satisfactorily <input type="checkbox"/> Miscalculated <input type="checkbox"/> Sliding of fingers <input type="checkbox"/> Did not speed up <input type="checkbox"/> Improper finger touch <input type="checkbox"/> Improper finger count <input type="checkbox"/> Refused test 																				
<p><u>STUDENT WALKTHROUGH</u></p>	<p>Students will practice each step of the Finger Count Test as the instructor demonstrates the technique.</p>																				



INSTRUCTOR GUIDE

<u>STUDENT PRACTICE</u>	Students will practice each afloat FST with partners.
<u>EVALUATION</u>	N/A



PERFORMANCE DEMONSTRATION	PALM PAT (AFLOAT)														
<u>Introduction</u>	The Palm Pat tests coordination, motor skills, memory and the ability to follow simple instructions.														
<u>Instructor Demonstration</u>	<ol style="list-style-type: none"> 1. Ensure that each student has a Field Sobriety Observation Performance Report. 2. Demonstrate the Palm Pat. Criticalities follow. <table border="1" data-bbox="581 646 1442 1514"> <tr> <td style="background-color: #cccccc; text-align: center;">1</td> <td>“Place your hands palm to palm, like this.” (Demonstrate)</td> </tr> <tr> <td style="background-color: #cccccc; text-align: center;">2</td> <td>“Do not start until told.”</td> </tr> <tr> <td style="background-color: #cccccc; text-align: center;">3</td> <td>“When I tell you to begin, turn the top hand over and count 1, 2, 1, 2, like this” (Demonstrate)</td> </tr> <tr> <td style="background-color: #cccccc; text-align: center;">4</td> <td>“Speed up as you go, and do not stop until told.”</td> </tr> <tr> <td style="background-color: #cccccc; text-align: center;">5</td> <td>“Do you understand?”</td> </tr> <tr> <td style="background-color: #cccccc; text-align: center;">6</td> <td>“Begin the test.” Observe 5 sets. Stop. <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Note: A set consists of the subject turning his hand over and returning to the original position. 1, 2 is a set.</p> </div> </td> </tr> <tr> <td style="background-color: #cccccc; text-align: center;">8</td> <td> Observe the subject’s performance. <ul style="list-style-type: none"> <input type="checkbox"/> Completed satisfactorily <input type="checkbox"/> Did not speed up <input type="checkbox"/> Unable to complete <input type="checkbox"/> Sliding of hand <input type="checkbox"/> Improper count <input type="checkbox"/> Hesitation <input type="checkbox"/> Refused test </td> </tr> </table> 	1	“Place your hands palm to palm, like this.” (Demonstrate)	2	“Do not start until told.”	3	“When I tell you to begin, turn the top hand over and count 1, 2, 1, 2, like this” (Demonstrate)	4	“Speed up as you go, and do not stop until told.”	5	“Do you understand?”	6	“Begin the test.” Observe 5 sets. Stop. <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Note: A set consists of the subject turning his hand over and returning to the original position. 1, 2 is a set.</p> </div>	8	Observe the subject’s performance. <ul style="list-style-type: none"> <input type="checkbox"/> Completed satisfactorily <input type="checkbox"/> Did not speed up <input type="checkbox"/> Unable to complete <input type="checkbox"/> Sliding of hand <input type="checkbox"/> Improper count <input type="checkbox"/> Hesitation <input type="checkbox"/> Refused test
1	“Place your hands palm to palm, like this.” (Demonstrate)														
2	“Do not start until told.”														
3	“When I tell you to begin, turn the top hand over and count 1, 2, 1, 2, like this” (Demonstrate)														
4	“Speed up as you go, and do not stop until told.”														
5	“Do you understand?”														
6	“Begin the test.” Observe 5 sets. Stop. <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Note: A set consists of the subject turning his hand over and returning to the original position. 1, 2 is a set.</p> </div>														
8	Observe the subject’s performance. <ul style="list-style-type: none"> <input type="checkbox"/> Completed satisfactorily <input type="checkbox"/> Did not speed up <input type="checkbox"/> Unable to complete <input type="checkbox"/> Sliding of hand <input type="checkbox"/> Improper count <input type="checkbox"/> Hesitation <input type="checkbox"/> Refused test 														
<u>STUDENT WALKTHROUGH</u>	Students will practice each step of the Finger Count Test as the instructor demonstrates the technique.														
<u>STUDENT PRACTICE</u>	Students will practice each afloat FST with partners.														
<u>EVALUATION</u>	N/A														



PERFORMANCE DEMONSTRATION	FINGER TO NOSE (AFLOAT)																
<u>Introduction</u>	The Finger to Nose test is for coordination, motor skills, memory and the ability to follow directions. The subject is seated, with hands down at their sides.																
<u>Instructor Demonstration</u>	<ol style="list-style-type: none"> 1. Ensure that each student has a FSTPR. 2. Demonstrate the Finger to Nose test. Criticalities follow. <table border="1" data-bbox="586 642 1442 1520"> <tbody> <tr> <td style="background-color: #cccccc; text-align: center;">1</td> <td>“Place your hands down to your side, extend your index fingers out.”</td> </tr> <tr> <td style="background-color: #cccccc; text-align: center;">2</td> <td>“On my command, touch the tip of your nose with the tip of your index finger and return it to your side, like this.” (Demonstrate)</td> </tr> <tr> <td style="background-color: #cccccc; text-align: center;">3</td> <td>“Do you understand?”</td> </tr> <tr> <td style="background-color: #cccccc; text-align: center;">4</td> <td>“Tilt your head back slightly, and close your eyes. Keep your eyes closed during the test.”</td> </tr> <tr> <td style="background-color: #cccccc; text-align: center;">5</td> <td>“Do you understand?”</td> </tr> <tr> <td style="background-color: #cccccc; text-align: center;">6</td> <td>“Begin the test: Right, left, right, left, left, left, right.”</td> </tr> <tr> <td style="background-color: #cccccc; text-align: center;">7</td> <td>“Stop. Open your eyes.”</td> </tr> <tr> <td style="background-color: #cccccc; text-align: center;">8</td> <td> Observe the subject’s performance. <ul style="list-style-type: none"> <input type="checkbox"/> Completed satisfactorily <input type="checkbox"/> Missed nose <input type="checkbox"/> Searching pattern <input type="checkbox"/> Opened eyes <input type="checkbox"/> Not using proper finger <input type="checkbox"/> Hesitation <input type="checkbox"/> Refused test </td> </tr> </tbody> </table> 	1	“Place your hands down to your side, extend your index fingers out.”	2	“On my command, touch the tip of your nose with the tip of your index finger and return it to your side, like this.” (Demonstrate)	3	“Do you understand?”	4	“Tilt your head back slightly, and close your eyes. Keep your eyes closed during the test.”	5	“Do you understand?”	6	“Begin the test: Right, left, right, left, left, left, right. ”	7	“Stop. Open your eyes.”	8	Observe the subject’s performance. <ul style="list-style-type: none"> <input type="checkbox"/> Completed satisfactorily <input type="checkbox"/> Missed nose <input type="checkbox"/> Searching pattern <input type="checkbox"/> Opened eyes <input type="checkbox"/> Not using proper finger <input type="checkbox"/> Hesitation <input type="checkbox"/> Refused test
1	“Place your hands down to your side, extend your index fingers out.”																
2	“On my command, touch the tip of your nose with the tip of your index finger and return it to your side, like this.” (Demonstrate)																
3	“Do you understand?”																
4	“Tilt your head back slightly, and close your eyes. Keep your eyes closed during the test.”																
5	“Do you understand?”																
6	“Begin the test: Right, left, right, left, left, left, right. ”																
7	“Stop. Open your eyes.”																
8	Observe the subject’s performance. <ul style="list-style-type: none"> <input type="checkbox"/> Completed satisfactorily <input type="checkbox"/> Missed nose <input type="checkbox"/> Searching pattern <input type="checkbox"/> Opened eyes <input type="checkbox"/> Not using proper finger <input type="checkbox"/> Hesitation <input type="checkbox"/> Refused test 																
<u>STUDENT WALKTHROUGH</u>	Students will practice each step of the Finger to Nose test as the instructor demonstrates the technique.																
<u>STUDENT PRACTICE</u>	Students will practice each afloat FST with partners.																
<u>EVALUATION</u>	N/A																



PERFORMANCE DEMONSTRATION	HORIZONTAL GAZE NYSTAGMUS (AFLOAT)
<p><u>Introduction</u></p>	<ol style="list-style-type: none"> 1. WHAT IS NYSTAGMUS? An involuntary jerking of the eyes. 2. WHAT IS HORIZONTAL GAZE NYSTAGMUS (HGN)? An involuntary jerking of the eyes as they gaze toward the side. 3. HGN is described as the inability of the eyes to maintain visual fixation when the eyes are moved to the side. 4. It is the most accurate of both the afloat and ashore tests because it cannot be masked. Veteran drinkers can mask the other tests, but they can't control their involuntary eye motions. HGN has been proven 88% effective in identifying a person who is above .08 Blood Alcohol Concentration (BAC). 5. It is also the most controversial because it requires skill in recognizing the clues. 6. When we administer the HGN test, we look for three specific clues as evidence of alcohol influence: <ul style="list-style-type: none"> • The lack of smooth pursuit • Distinct and Sustained Nystagmus at maximum deviation • Onset of Nystagmus prior to 45 degrees. 7. Begin with the subject's left eye. 8. When testing an eye, it is good practice to administer the test by the numbers each time, to make sure no step is overlooked. 9. These tests require the subject to follow the motion of a stimulus with their eyes. 10. The stimulus may be the eraser on a pencil, the tip of your finger, or any similar small object. 11. HAS ANYONE ACTUALLY SEEN NYSTAGMUS? 12. The Nystagmus, as you will see, can be mimicked by causing a temporary imbalance in the inner ear. If we take a volunteer and spin him/her around about 12 times, then check the eyes at maximum deviation, you will see the same characteristics an intoxicated person will exhibit.



INSTRUCTOR GUIDE

	<p>Note: Spin a volunteer in a rotating chair with the rest of the class standing close for the subject's safety; then, conduct a test for distinct and sustained Nystagmus at maximum deviation, with students watching.</p> <p>13. DID EVERYBODY SEE THE NYSTAGMUS?</p> <p>Even sober, about half the people will exhibit some slight jerking.</p> <p>14. If you think you see a slight jerking at this stage of the test or if you have to convince yourself that you see it, it is not a clue.</p>
<p><u>Instructor Demonstration</u></p>	<ol style="list-style-type: none">1. Ensure that each student has a FSTPR.2. Demonstrate the Horizontal Gaze Nystagmus test. Criticalities follow.<ol style="list-style-type: none">1 Instructions to subject:<ul style="list-style-type: none">• “Remove glasses, if worn.”• “Are you wearing contact lenses? Answer Y or N.”• “Put your feet together with hands at your side.” The subject may be seated, as well.• “Keep your head still.”• “Focus on this (instrument), and follow it with your eyes only.”• “Do you understand?”2 Position the stimulus 12-15 inches from the subject’s nose.<p>Note: Position the stimulus 12-15 inches away and slightly above eye level. This will open the person's eyes and prevent the gag reflex. Also, an intoxicated person focusing on a stimulus too close to their face could cause him/her to vomit.</p>3 Begin with the subject’s left eye.4 Check for equal tracking and equal pupil size.<p>Note:</p><ul style="list-style-type: none">• First, you need to check for possible medical impairment.• Move the stimulus from side to side across both eyes. If both eyes do not track equally, there is a possibility of a serious neurological disorder.• Next, hold the stimulus still, directly in front of the face and look at the eyes. If the pupils are different size, the person may have a glass eye, a head injury, or a neurological disorder.

**5** Check for the lack of smooth pursuit.**Note:**

- From the center, move the stimulus smoothly to the subject's left, and across center to the subject's right (with no pause), then back to center. Repeat. Carefully observe the movement of the eyes.
- If the subject's BAC is less than .08, the eye should move smoothly as the object is moved back and forth, like a marble rolling across a pane of glass.
- If a person is under the influence of alcohol, the eye may be seen to jerk noticeably as it moves back and forth, like a marble rolling across sand paper.

- The mechanics of Clue # 1:
 - It is necessary to move the object smoothly to obtain a true test of the eye's ability to pursue smoothly.
 - The object must be moved from center position all the way to the point where the eye can go no further and back again at a speed that will take approximately two seconds (four seconds to complete one test for both eyes).
 - A good practice is to hold your elbow stiff but slightly bent, and pivot the entire arm from the shoulder to move the object in a straight line across the front of the person.

- It is necessary to make at least two complete passes in front of the eyes to verify what you may or may not have seen.

6 Check for distinct and sustained Nystagmus at maximum deviation.**Note:**

- Once you have completed the test for the lack of smooth pursuit, you will test the eyes for distinct and sustained Nystagmus at maximum deviation. From the center, move the stimulus to the subject's left until no white is visible in the outside corner, then across the center to the right, and back to center. Repeat the procedure.

- The mechanics of Clue # 2:
 - When no white is visible, hold the stimulus steadily at that position for a minimum of four seconds, and watch the eye.
 - If the subject's BAC is at .08 or higher, the eye is likely to exhibit very distinct jerking when held at maximum deviation.



	<p>7 Check for the onset of Nystagmus prior to 45 degrees. Once you have completed the test for distinct and sustained Nystagmus at maximum deviation, you will test the point of onset of Nystagmus prior to 45 degrees. That is, at what angle the jerking first begins.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Note:</p> <ul style="list-style-type: none"> • Generally speaking, the higher the BAC, the sooner the jerking will start as the eye moves to the side. • If the jerking begins before the eye has moved through a 45 degree arc, it is another clue that the person has a BAC of .08 or more. • It is not difficult to determine whether the eye has reached 45 degrees but it does require some practice. • If you start from a point 15 inches directly in front of the nose and move 15 inches to the side, that is 45 degrees. • The mechanics of Clue #3: <ul style="list-style-type: none"> ○ It is necessary to move the object slowly to determine the point at which the eye begins to jerk. Start moving at a speed that would take four seconds to reach the edge of the subject's shoulder. Watch the subject's eye carefully. ○ When you think you see the jerking begin, immediately stop the object and hold it steady at that position. With the stimulus held in that position, look and verify that the jerking is continuing. If the jerking is not evident with the object held steady, you have not located the point of onset. Resume moving the stimulus until you notice the jerking again. ○ When you do locate the point of onset, determine whether it is less than 45 degrees. Verify that some white is still in the corner of the eye and examine the alignment between the stimulus and the subject's shoulder. </div>
	<p>8 Check for the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equal tracking and equal pupil size <input type="checkbox"/> Lack of smooth pursuit <input type="checkbox"/> Distinct and sustained Nystagmus at maximum deviation <input type="checkbox"/> Onset of Nystagmus prior to 45 degrees
	<p>9 Indicate the results of the test.</p> <ul style="list-style-type: none"> • Check for the lack of smooth pursuit of the left eye, then the right eye. If the eye is seen to jerk while following the stimulus, that is a clue. If jerking occurs in the left eye, that's one clue. If jerking occurs in the right eye, that's another clue.



INSTRUCTOR GUIDE

	<ul style="list-style-type: none">• Check the left eye for distinct and sustained nystagmus at maximum deviation. If the jerking is distinct and sustained, that is one clue. Then check the right eye; if the jerking is distinct and sustained, that is also a clue. You must check each eye at least twice.• Check the left eye for the angle of onset of the left eye. If the jerking is obvious, that is a clue. Then check the right eye; if the jerking is obvious, that is also a clue. You must check each eye at least twice.• Now, total the clues. There is a maximum of three clues per eye. It is possible for these clues to show up in any order. For example, there may be three clues in one eye and one clue in the other; both eyes may not react the same.• The criterion for this test is that four clues or more indicate intoxication. If the person shows four or more clues, his BAC is above .08. Three or fewer clues and the subject's BAC is more than likely less than .08.• Using this criterion, the test is 77% reliable.
<u>STUDENT WALKTHROUGH</u>	Students will practice each step of the Horizontal Gaze Nystagmus test as the instructor demonstrates the technique.
<u>STUDENT PRACTICE</u>	<ul style="list-style-type: none">• Students will practice each Standard Field Sobriety Test (SFST) with partners.• Students will practice, using the video option.• Students will receive additional practice during the live alcohol workshop.
<u>EVALUATION</u>	Students will be given feedback during the live alcohol workshop.



PERFORMANCE DEMONSTRATION	WALK AND TURN (ASHORE)																
<p><u>Introduction</u></p>	<p>For ashore tests, wait until the subject has been off the vessel for 15 minutes before administering the tests.</p> <p>The Walk and Turn is a two-part test consisting of the Instruction phase and the Walk and Turn phase.</p> <p>The Walk and Turn test is for balance, coordination, motor skills, and ability to remember and follow simple instructions.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Note: The original research indicated that individuals over 65 years of age have had difficulty performing this test. It is recommended that this test not be administered to those over 65.</p> </div>																
<p><u>Instructor Demonstration</u></p>	<ol style="list-style-type: none"> 1. Ensure that each student has a FSTPR. 2. Demonstrate the Walk and Turn test. Criticalities follow. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Note: When demonstrating the Walk and Turn test, the officer should position himself so as to be walking at right angles to the subject. This prevents the officer from turning his back on the individual. When demonstrating the turn, ensure that your front foot is on the subject's side; this enables you to turn towards the individual.</p> </div> <table border="1" style="width: 100%; margin-top: 10px;"> <tbody> <tr> <td style="width: 30px; text-align: center;">1</td> <td>“Place your left foot on the line; then, place your right foot on the line in a heel-to-toe stance, like this.” (Demonstrate)</td> </tr> <tr> <td style="text-align: center;">2</td> <td>“Place your arms down to your sides.”</td> </tr> <tr> <td style="text-align: center;">3</td> <td>“Remain in this position and do not start walking until told.”</td> </tr> <tr> <td style="text-align: center;">4</td> <td>“Do you understand?”</td> </tr> <tr> <td style="text-align: center;">5</td> <td>“When told, take nine heel-to-toe steps up the line like this.” (Demonstrate)</td> </tr> <tr> <td style="text-align: center;">6</td> <td>“Turn around, keeping your front foot on the line using small steps like this.” (Demonstrate)</td> </tr> <tr> <td style="text-align: center;">7</td> <td>“While walking, watch your feet at all times.” (Demonstrate)</td> </tr> <tr> <td style="text-align: center;">8</td> <td>“Keep your arms at your sides.” (Demonstrate)</td> </tr> </tbody> </table>	1	“Place your left foot on the line; then, place your right foot on the line in a heel-to-toe stance, like this.” (Demonstrate)	2	“Place your arms down to your sides.”	3	“Remain in this position and do not start walking until told.”	4	“Do you understand?”	5	“When told, take nine heel-to-toe steps up the line like this.” (Demonstrate)	6	“Turn around, keeping your front foot on the line using small steps like this.” (Demonstrate)	7	“While walking, watch your feet at all times.” (Demonstrate)	8	“Keep your arms at your sides.” (Demonstrate)
1	“Place your left foot on the line; then, place your right foot on the line in a heel-to-toe stance, like this.” (Demonstrate)																
2	“Place your arms down to your sides.”																
3	“Remain in this position and do not start walking until told.”																
4	“Do you understand?”																
5	“When told, take nine heel-to-toe steps up the line like this.” (Demonstrate)																
6	“Turn around, keeping your front foot on the line using small steps like this.” (Demonstrate)																
7	“While walking, watch your feet at all times.” (Demonstrate)																
8	“Keep your arms at your sides.” (Demonstrate)																



	<p>10 “Don’t stop walking until you have completed the test.”</p> <p>11 “Do you understand?”</p> <p>12 “Begin.”</p> <p>13 Observe the subject’s performance.</p> <p>During Instructions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cannot keep balance <input type="checkbox"/> Starts too soon <p>During Test:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stops walking <input type="checkbox"/> Misses heel-to-toe (> ½” gap) <input type="checkbox"/> Steps off line <input type="checkbox"/> Uses arms to balance (>6” from side) <input type="checkbox"/> Improper turn (Describe in the comments block below.) <ul style="list-style-type: none"> <input type="checkbox"/> Steps actually taken _____ <input type="checkbox"/> Cannot complete safely <input type="checkbox"/> Refused Test <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Note: When demonstrating the Walk and Turn test, the officer should position himself so as to be walking at right angles to the subject. This prevents the officer from turning his back on the individual. When demonstrating the turn, ensure that your front foot is on the subject’s side; this enables you to turn towards the individual.</p> </div> <p>Test interpretation:</p> <ul style="list-style-type: none"> • There are eight specific clues of impairment. • The test criterion is two or more. Two or more clues indicate the BAC is above .08. • This test is 68% reliable in classifying BAC. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Note: Discuss with the students that all eight clues are no longer scored. If a test cannot be completed safely, only score those clues that were observed prior to stopping the test.</p> </div>
<p><u>STUDENT WALKTHROUGH</u></p>	<p>Students will practice each step of the Walk and Turn test as the instructor demonstrates the technique.</p>



INSTRUCTOR GUIDE

<u>STUDENT PRACTICE</u>	<ul style="list-style-type: none">• Students will practice each SFST with partners.• Students will practice, using the video option.• Students will receive additional practice during the live alcohol workshop.
<u>EVALUATION</u>	Students will be given feedback during the live alcohol workshop.



PERFORMANCE DEMONSTRATION	ONE-LEG STAND (ASHORE)																						
<u>Introduction</u>	The One-Leg Stand tests balance, memory, motor skills, and the ability to follow simple instructions.																						
<u>Instructor Demonstration</u>	<ol style="list-style-type: none"> 1. Ensure that each student has a FSTPR. 2. Demonstrate the One-Leg Stand. Criticalities follow. <table border="1" data-bbox="591 617 1442 1856"> <tbody> <tr> <td style="background-color: #cccccc; text-align: center;">1</td> <td>“Stand with your feet together.” (Demonstrate)</td> </tr> <tr> <td style="background-color: #cccccc; text-align: center;">2</td> <td>“Keep your arms at your sides.” (Demonstrate)</td> </tr> <tr> <td style="background-color: #cccccc; text-align: center;">3</td> <td>“Remain in this position and do not raise your leg until told.”</td> </tr> <tr> <td style="background-color: #cccccc; text-align: center;">4</td> <td>“Do you understand?”</td> </tr> <tr> <td style="background-color: #cccccc; text-align: center;">5</td> <td>“Raise one leg, either leg, approximately 6 inches off the ground, with your foot pointed out, like this.” (Demonstrate)</td> </tr> <tr> <td style="background-color: #cccccc; text-align: center;">6</td> <td>“Keep both legs straight.”</td> </tr> <tr> <td style="background-color: #cccccc; text-align: center;">7</td> <td>“Keep your eye on the elevated foot.”</td> </tr> <tr> <td style="background-color: #cccccc; text-align: center;">8</td> <td>“While holding that position, count out loud like this: one-thousand-one, one-thousand-two, and so on, and do not stop until told.” (Demonstrate)</td> </tr> <tr> <td style="background-color: #cccccc; text-align: center;">9</td> <td>“Do you understand?”</td> </tr> <tr> <td style="background-color: #cccccc; text-align: center;">10</td> <td>“Begin.” Observe for 30 seconds.</td> </tr> <tr> <td style="background-color: #cccccc; text-align: center;">11</td> <td> Judge the subject’s performance. <ul style="list-style-type: none"> <input type="checkbox"/> Swaying <input type="checkbox"/> Uses arms to balance (>six inches from side) <input type="checkbox"/> Hopping <input type="checkbox"/> Puts foot down <input type="checkbox"/> Cannot complete safely <input type="checkbox"/> Refused Test Test Interpretation: <ul style="list-style-type: none"> • There are four specific clues of impairment: • Two or more impairment clues indicate impairment. • Test is 65% reliable in classifying BAC above .08. </td> </tr> </tbody> </table> 	1	“Stand with your feet together.” (Demonstrate)	2	“Keep your arms at your sides.” (Demonstrate)	3	“Remain in this position and do not raise your leg until told.”	4	“Do you understand?”	5	“Raise one leg, either leg, approximately 6 inches off the ground, with your foot pointed out, like this.” (Demonstrate)	6	“Keep both legs straight.”	7	“Keep your eye on the elevated foot.”	8	“While holding that position, count out loud like this: one-thousand-one, one-thousand-two, and so on, and do not stop until told.” (Demonstrate)	9	“Do you understand?”	10	“Begin.” Observe for 30 seconds.	11	Judge the subject’s performance. <ul style="list-style-type: none"> <input type="checkbox"/> Swaying <input type="checkbox"/> Uses arms to balance (>six inches from side) <input type="checkbox"/> Hopping <input type="checkbox"/> Puts foot down <input type="checkbox"/> Cannot complete safely <input type="checkbox"/> Refused Test Test Interpretation: <ul style="list-style-type: none"> • There are four specific clues of impairment: • Two or more impairment clues indicate impairment. • Test is 65% reliable in classifying BAC above .08.
1	“Stand with your feet together.” (Demonstrate)																						
2	“Keep your arms at your sides.” (Demonstrate)																						
3	“Remain in this position and do not raise your leg until told.”																						
4	“Do you understand?”																						
5	“Raise one leg, either leg, approximately 6 inches off the ground, with your foot pointed out, like this.” (Demonstrate)																						
6	“Keep both legs straight.”																						
7	“Keep your eye on the elevated foot.”																						
8	“While holding that position, count out loud like this: one-thousand-one, one-thousand-two, and so on, and do not stop until told.” (Demonstrate)																						
9	“Do you understand?”																						
10	“Begin.” Observe for 30 seconds.																						
11	Judge the subject’s performance. <ul style="list-style-type: none"> <input type="checkbox"/> Swaying <input type="checkbox"/> Uses arms to balance (>six inches from side) <input type="checkbox"/> Hopping <input type="checkbox"/> Puts foot down <input type="checkbox"/> Cannot complete safely <input type="checkbox"/> Refused Test Test Interpretation: <ul style="list-style-type: none"> • There are four specific clues of impairment: • Two or more impairment clues indicate impairment. • Test is 65% reliable in classifying BAC above .08. 																						



INSTRUCTOR GUIDE

	<ul style="list-style-type: none">• The original research indicates that individuals over 65 years of age or more than 50 pounds overweight have had difficulties in performing this test. It is recommended not to administer this test to these individuals. "Overweight" is to be judged by the BO based on Coast Guard standards. Don't ask the individual if they are overweight. <p>Note: Discuss with the students the "cannot complete safely" clue. We no longer score all eight clues. Advise the students to only score those clues that were observed prior to stopping the test.</p>
<u>STUDENT WALKTHROUGH</u>	Students will practice each step of the One-Leg Stand as the instructor demonstrates the technique.
<u>STUDENT PRACTICE</u>	<ul style="list-style-type: none">• Students will practice each SFST with partners.• Students will practice using the video option.• Students will receive additional practice during the live alcohol workshop.
<u>EVALUATION</u>	Students will be given feedback during the live alcohol workshop.



PERFORMANCE DEMONSTRATION	SFST OPTIONS VIDEO
<u>Introduction</u>	You will see video sequences and will record your observations. We will then discuss each case.
<u>Instructor Demonstration</u>	<ul style="list-style-type: none"> • Show the video, <i>SFST Options Tape I Session XI-A</i>, and have the students observe the officers on the video performing the SFSTs. • As they watch the video, have the students record their observations on a Field Sobriety Test Performance Report. • After each subject, pause the video and discuss the observations made. • Is the subject above or below 0.08 BAC? Would you arrest? • Inform students of the actual BAC documented on the accompanying Field Sobriety Test Performance Report. • Continue with next subject (until completed).
<u>STUDENT WALKTHROUGH</u>	Continue with next video subject (until all are completed).
<u>STUDENT PRACTICE</u>	<ul style="list-style-type: none"> • Students will practice each SFST with partners. • Students will practice using the video option. • Students will receive additional practice during the live alcohol workshop.
<u>EVALUATION</u>	Students will be given feedback during the live alcohol workshop.