



Thank you for your interest in the IPMBA Instructor Course. This document contains the following to familiarize you to the IPMBA curriculum:

**IPMBA Instructor Course Syllabus:** this is the student syllabus for the 44-hour Instructor Course.

**IPMBA Instructor Course Required Materials & Equipment Checklist:** this provides a list of material and equipment generally required of all students enrolling in the IPMBA Instructor Course.

**IPMBA Unit Plans:** this contains Unit Plans for each unit of instruction (lectures and skill stations) comprising the IPMBA Instructor Course.

**IPMBA Instructor Code of Conduct and IPMBA Code of Ethics:** this describes IPMBA's expectations for instructor conduct in the classroom and while representing IPMBA as well as IPMBA's expectations for treatment of others.

**Courses are listed on the IPMBA Training Calendar at**  
<https://ipmba.org/training/calendar>.

**Please contact IPMBA at [events@ipmba.org](mailto:events@ipmba.org) or 410-744-2400 with questions, to request additional information, or for assistance in enrolling in an IPMBA Instructor Course.**

*IPMBA promotes the use of bikes for public safety, provides resources and networking opportunities, and offers the best, most complete training for public safety cyclists.*



## **IPMBA Instructor Course Student Syllabus**

### **Day One: 0800 – 1800 Hours**

#### **Welcome, Introductions, and Guidelines**

The class will begin with a welcome and both instructor and student introductions. The guidelines, safety rules, and course expectations will be provided. All course paperwork will be completed during this period.

#### **Break**

#### **Basic Knowledge Written Test**

The 50-question basic knowledge written test will be administered. Each student must score at least 90% on the test. Those who do not achieve the necessary score during this period will have one additional chance, on Day Two. Any student who does not score at least 90% on the second attempt will not be permitted to continue in the course.

Upon completion, students will proceed to the designated station to receive their classroom presentation topics, skill stations, and supporting materials.

#### **Break**

#### **Lecture 1: Basic Cyclist Course Theory**

This unit of instruction introduces students to the foundation and curricula of the IPMBA Public Safety Cyclist (PC/EMSC/SC) Courses. The student will become familiar with the elements of the courses and the topics that comprise each element.

#### **Lecture 2: Theories of Instruction and Adult Learning**

This unit of instruction addresses the established theories and principles of adult learning and instruction, particularly as they apply to the IPMBA Public Safety Cycling Courses.

## **Written Test Review**

Instructor-Trainers will conduct a review of the written test. Those individuals who missed questions will research the correct answers, and those who scored 100% should begin reviewing their assigned lectures and skill stations.

## **Lunch**

## **Skill Station: Helmet Fit/ABC Quick Check**

Instructor-Trainers will demonstrate the proper way to conduct the Helmet Fit and ABC Quick Check Skill Stations. Students will make any necessary adjustments to their own helmets and perform the ABC Quick Check on their own bicycles prior to beginning the Basic Skills Testing process.

## **Basic Skills Testing**

Instructor-Trainers will evaluate each instructor-candidate's on-bike skills. The following skills must be performed at instructor level\*.

- 4' (1.2 m) Lock-to-Lock, 4' (1.2 m) Clover, and 9' (2.7 m) Box
- Curb Ascent (Lofting Method)
- Curb Descent (Controlled Method)
- Stair Ascent (Police/Security: Stair Climb, three stairs, Lofting Method; EMS: Stair Carry, six stairs)
- Stair Descent (Controlled Method) (six stairs)

*\*Instructor level is defined as successfully completing each maneuver while demonstrating balance, stamina, and smooth, flawless technique.*

Students must attain a satisfactory rating within three attempts. Those who do not achieve a satisfactory rating during this period will have one additional chance, on Day Two. Any student who does not succeed during the second testing period will not be permitted to continue in the course.

## **Skill Station 1: Basic Maintenance and Safety Procedures – Part I**

Instructor-Trainers will explain and demonstrate how to teach others how to do the following essential maintenance tasks:

- Lubricate the chain, cables, and housings
- Adjust brake and derailleur cables
- Remove and replace the chain

Working within their assigned groups, students who were assigned maintenance topics will take turns demonstrating (at an instructor level) the skill(s) and teaching them to the other members of their group. Skills to be covered in this section are:

- Rear Tire Change
- Bike Fit

Students will be evaluated on their ability to teach their assigned skill(s) and perform the skills taught by the other members of their group. Their performance will be documented by the Instructor-Trainer on the *Skills Proficiency Record*. The students must achieve a “proficient” rating on those skills in order to pass the course.

**1800-2000: Remedial Practice for students who will be retested on any basic skill (optional but recommended)**

## **Day Two: 0800-1800 Hours**

### **Lecture 3: Creating an Educational Experience**

This unit of instruction introduces the concepts of class structure and organization, and identifies various methods to communicate educational material to students. Students will learn the importance of providing a positive educational experience, including content creation, delivery of content, use of instructional aids, and how to create an environment conducive to learning.

### **Break**

### **Lectures 4 & 5: Police/Security and EMS Breakout Sessions**

Lecture 4: Firearms Training for Bike Officers (Police & Security): This unit of instruction discusses the importance of bicycle-specific firearms training. Topics include developing and implementing a course of fire, training and qualification standards, weapon manipulation, safety procedures, and tactical issues, including shooting from a moving bicycle.

Lecture 5: EMS Equipment and Scene Management: This unit of instruction addresses such topics as approaching the scene, bicycle positioning, scene safety, defensive measures, and the proper placement of equipment on the bicycle.

## **Skill Station 2: Teaching Basic Bike Handling Skills – Part I**

Working within their assigned groups, students will take turns demonstrating (at an instructor level) their assigned on-bike skill(s) and teaching them to the other members of their group. Skills to be covered in this section are:

- Pedal Retention
- Maximum Braking
- Shifting and Gear Use
- Rock Dodge
- Quick Turn
- Cone Courses
  - 10' (3.05 m) Box
  - 5' (1.5 m) Lock-to-Lock
  - 5' (1.5 m) Clover
- Curb Ascents
  - 90-degree (Lofting Method)
  - Angled (Parallel)
- Stair Descent (Controlled Method)
- Crossover Dismount
- Rolling Crossover Dismount (Police/Security)
- Rear Scan
- Stair Ascent
  - PC/SC: Climb, Lofting Method, three stairs
  - EMS: Carry, six stairs
- Hook (Power) Slide (Police/Security)
- Response/Pursuit (Police/Security)

Students will be evaluated on their ability to teach their assigned skill(s), detect and correct rider errors, and perform the skills taught by the other members of their group. Their performance will be documented by the Instructor Trainer on the *Skills Proficiency Record*. The students must achieve a “proficient” rating on those skills in order to proceed in the course.

## **Lunch**

## **Skill Station 3: Teaching Basic Bike Handling Skills – Part II**

See Part I for details.

## **Skill Station 1: Basic Maintenance and Safety Procedures – Part II**

See Part I for details.

### **Skill Station 3: Teaching Vehicular Cycling Skills – Part 1**

Working within their assigned groups, each student will take turns leading a group ride, transitioning to and from double file, and demonstrating proper vehicular cycling techniques. Their knowledge of vehicular cycling principles and skills will be discussed and informally critiqued by instructors and other students. When instructed to do so by the Instructor-Trainer, those who have been assigned vehicular cycling skill(s) will teach them to the other members of their group.

- Lane Positioning (Wide/Narrow Lanes)
- Hazard Avoidance
- Intersections and Turns
- Transitioning

Students will be evaluated on their ability to teach their assigned skill(s), detect and correct rider errors, and perform the skills taught by the other members of their group. Their performance will be documented by the Instructor Trainer on the *Skills Proficiency Record*. The students must achieve a “proficient” rating on those skills in order to proceed in the course.

### **1700-1800 Re-Testing of Candidates (Written and On-Bike Skills)**

Instructor candidates who need to retake either the written or on-bike skills test will be given an opportunity to meet the standards needed to continue in the course.

***Note:** Day Three will comprise the night-riding portion of the course. Students are advised to use the morning hours to purchase supplies, practice, and prepare their presentations. Students are also advised to charge their lighting systems for the night-riding segment.*

## **Day Three: 1300-2300 Hours**

### **Skill Station 2: Teaching Basic Bike-Handling Skills – Part III**

See Part I for details.

### **Skill Station 3: Teaching Vehicular Cycling Skills – Part II**

See Part I for details.

### **Dinner**

### **Skill Station 3: Teaching Vehicular Cycling Skills – Part III**

See Part I for details.

### **Skill Station 4: Conducting a Night Ride**

This skill station incorporates low-light exercises designed to enable IPMBA Instructors to effectively illustrate effective use of passive and active lighting, identify night riding hazards, and teach their students how to mitigate the inherent risks.

## **Day Four: 0900-1800 Hours**

### **Lecture 6: IPMBA Course Planning and Safety**

This unit of instruction familiarizes students with the planning considerations and safety standards that should be implemented in every class in order to maximize the learning experience while minimizing the risk of injury, property damage, and liability.

### **Lecture 7: Responsibilities of an IPMBA Instructor**

This unit of instruction reviews paperwork submission requirements, how to maintain instructor certification, and the instructors' responsibilities to students, IPMBA, their agencies, and their communities.

### **Lecture 8: Conducting Mock Scenes**

Students will become familiar with the mock scenes used in the IPMBA Cyclist Courses and how to teach students how to apply bike skills in practical situations. Emphasis will be placed on how to conduct mock scenes safely.

### **Lunch**

### **Lecture 9: Tour de ITK**

This unit of instruction provides an orientation to the Instructor ToolKit (ITK), which contains the lecture outlines, PowerPoints®, skill stations, testing materials, administrative guidelines, forms, and other material needed to conduct the IPMBA Basic Cyclist Courses.

### **Break**

## **Ten-Minute Presentations**

The class will be divided into their assigned groups. Students will present their prepared ten-minute presentations to the other members of their groups. Knowledge of the subject and teaching ability will be discussed and informally critiqued by Instructor-Trainers and other students. A *Classroom Presentation Evaluation Form* will be completed to rate the student, provide valuable feedback, and help guide the process.

## **Day Five: 0700-1500 Hours**

### **Instructor Course Written Test**

The Instructor Course written test will be administered. Students must attain at least an 80% in order to pass the course.

### **Instructor Course Written Test Review**

### **Group Discussions**

Working within their assigned groups, each Instructor-Trainer will review material, answer questions, discuss topics of interest or concern, and help guide their students to success with their final presentations and in their future classes.

### **Fifteen-Minute Presentations – Part I**

The class will be divided into their assigned groups. Students will present their prepared fifteen-minute presentations to the other members of their groups. At the conclusion of each presentation, the student's performance will be critiqued by Instructor-Trainers and other students. These presentations will be formally evaluated utilizing the *Classroom Presentation Evaluation Form*. The student must achieve an "acceptable" rating in order to pass the course.

### **Lunch**

### **Fifteen-Minute Presentations – Part II**

### **Conclusion**

### **Class Evaluations**

### **Certificates**

### **Graduation**

### **Closing Comments**





## IPMBA INSTRUCTOR COURSE

### Required Equipment & Materials Checklist

#### DUTY BICYCLE

- ☐ Reputable manufacturer public safety bicycle in good working order, properly fitted
- ☐ Street/combination tires (*no knobbies*)
- ☐ Pedal retention devices (*including approved flat pedal/footwear systems*)
- ☐ At least one water bottle & holder
- ☐ Hydration delivery system (*recommended*)
- ☐ High-intensity headlight with four-hour run time
- ☐ Steady or flashing red taillight
- ☐ Rear mount kick stand
- ☐ Rear rack and rack bag (*police/security*)
- ☐ EMS equipment and carrying system (*EMS*)

#### TOOLS

- ☐ Patch kit
- ☐ Tire levers
- ☐ Two spare tubes
- ☐ Compact tire pump or CO<sub>2</sub>
- ☐ Allen wrenches (4/5/6/8 mm)
- ☐ Wrenches (8/10 mm)
- ☐ Disposable gloves

#### SAFETY EQUIPMENT

- ☐ Bicycle helmet (*approved by ANSI, Snell, CPSC, or equivalent*)
- ☐ Eye protection (*shatter-resistant, wraparound, clear and tinted*)
- ☐ Padded cycling gloves
- ☐ Body armor (*if worn on duty*)

#### ATTIRE

- ☐ Full duty bike uniform (*worn daily*)
- ☐ Padded cycling shorts (*recommended*)
- ☐ Footwear compatible with pedal retention
- ☐ Foul weather gear

#### PERSONAL PROTECTIVE EQUIPMENT

- ☐ Face covering/mask
- ☐ Supply of disposable gloves
- ☐ Hand sanitizer/wipes

#### DUTY BELT/VEST

- ☐ Agency-mandated duty gear (this class does not include live-fire exercises)

#### OTHER

- ☐ Sunscreen
- ☐ Insect repellent
- ☐ *Complete Guide to Public Safety Cycling* ([www.psglearning.com](http://www.psglearning.com), 800-832-0034)
- ☐ 25-foot (7.6 meter) tape measure
- ☐ Note-taking materials
- ☐ Laptop computer/tablet (*USB-compatible*)
- ☐ Flash drive or memory stick, min 1 GB capacity (*strongly recommended*)
- ☐ Instructor materials for in-class presentations (*Two presentations are required. If you are comfortable using certain teaching or visual aids, such as flipcharts, etc., bring them or be prepared to purchase them. You will be required to use two different types of visual aids and only one can be PowerPoint. Projection equipment and flipcharts will be available for in-class use only, not for practice or preparation outside the classroom.*)
- ☐ Get Active Questionnaire (GAQ) (*required*) and medical clearance sheet (*only if indicated by the GAQ*)

Participants will be required to sign a liability release/waiver and copyright agreement on-site.

## LESSON PLAN FOR IPMBA BASIC CYCLIST COURSE THEORY

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### UNIT PLAN

#### LEARNING GOAL

Students will be able to discuss the foundation, elements, and curricula of the IPMBA Basic Cyclist Courses. Recognizing and applying these will enable them to maintain uniformity and standardization in all basic course instruction.

#### UNIT OBJECTIVES

After successful completion of this unit of instruction, students will be able to:

1. Identify the three elements of the basic IPMBA course.
2. List the units of instruction that comprise each of the three elements.
3. List the topics covered and the rationale behind their inclusion.
4. List the administrative responsibilities and where to find answers to frequently asked questions.
5. Describe a method of conducting pre-assessment of skills and knowledge.

#### METHOD OF INSTRUCTION

Lecture, discussion, visual aids

#### TIME ALLOTTED

45 minutes

#### METHOD OF EVALUATION

Informal evaluation based on class participation

## LESSON PLAN FOR THEORIES OF INSTRUCTION AND ADULT LEARNING

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### UNIT PLAN

#### LEARNING GOAL

The students will be introduced to established theories and principles of adult learning and instruction, particularly as they apply to the instruction of the IPMBA Public Safety Cyclist courses.

#### UNIT OBJECTIVES

After successful completion of this unit of instruction, students will be able to:

1. Identify the levels that comprise Maslow's Hierarchy of Needs.
2. Identify Thorndike's Laws of Learning.
3. Name the three learning styles and explain the importance of teaching to each.
4. Explain the *Coach-Pupil*, *Directed Method*, and *Guided Discovery* methods of instruction and provide examples related to teaching public safety cyclists.
5. Explain and demonstrate the concept of "Tell, Show, Do" (Explain, Demonstrate, Perform).
6. Describe ways to help students overcome performance anxiety.

#### METHOD OF INSTRUCTION

Lecture, discussion, and visual aids

#### TIME ALLOTTED

45 minutes

#### METHOD OF EVALUATION

Informal evaluation based on class participation

## **LESSON PLAN FOR CREATING AN EDUCATIONAL EXPERIENCE**

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### **UNIT PLAN**

#### **LEARNING GOAL**

Students will learn the importance of providing a positive educational experience, including content creation, delivery of content, use of instructional aids, and how to create an environment conducive to learning.

#### **UNIT OBJECTIVES**

After successful completion of this unit of instruction, the students will be able to:

1. Identify and employ various methods of communicating educational material.
2. List and describe elements of an effective presentation.
3. Explain the importance of preparing for each and every presentation.
4. Demonstrate how instructional aids enhance an educational experience.
5. Select instructional aids that will enhance their ability to effectively deliver the course content.
6. Select, set up, and equip a classroom.
7. Identify ways to engage the students throughout the learning process.

#### **METHOD OF INSTRUCTION**

Lecture, demonstration and discussion

#### **TIME ALLOTTED**

90 minutes

#### **METHOD OF EVALUATION**

Informal evaluation based on class participation

## **LESSON PLAN FOR FIREARMS TRAINING FOR BIKE OFFICERS**

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### **UNIT PLAN**

#### **LEARNING GOAL**

The purpose of this unit of instruction is to provide students with practical information that can be used by qualified firearms instructors to design an effective, bicycle-specific firearms training regimen, including live-fire and weapon retention exercises.

#### **LEARNING OBJECTIVES**

Upon completing this unit of instruction, students will be able to:

1. Explain why bicycle-specific firearms training is necessary and important.
2. Distinguish between failure to train and failure to apply training.
3. List the Three Rs of training.
4. Explain how bicycling gloves and helmets can affect the ability to manipulate a firearm.
5. Explain why bike patrol officers must be especially aware of weapon retention issues.
6. Describe exercises that can be conducted on indoor and outdoor ranges and how to overcome the limitations posed by many indoor ranges.
7. List tactical considerations that are unique to bicycle patrol.
8. List ways to establish and maintain range safety.
9. List and describe performance evaluation criteria.
10. Identify IPMBA's recommendations for bike-specific firearms training.

#### **METHOD OF INSTRUCTION**

Lecture and discussion

#### **TIME ALLOTTED**

45 minutes

#### **METHOD OF EVALUATION**

Informal evaluation based on class participation

## **LESSON PLAN FOR EMS EQUIPMENT AND SCENE MANAGEMENT**

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### **UNIT PLAN**

#### **LEARNING GOAL**

Students will be provided with the information and skills they need to effectively teach EMS Cyclists how to select and load EMS equipment, approach a scene safely, maintain scene safety, and how to use the bike as a defensive barrier.

#### **LEARNING OBJECTIVES**

After successful completion of this unit of instruction, students will be able to:

1. List factors to consider when selecting EMS equipment and a carrying method.
2. Describe load placement guidelines for panniers and backpacks.
3. Demonstrate the organization and care of medical equipment.
4. Explain and demonstrate how to safely approach a scene and conduct a “handlebar survey.”
5. Explain and demonstrate how to establish scene safety.
6. Explain and demonstrate how to employ defensive techniques if a scene becomes hostile.

#### **METHOD OF INSTRUCTION**

Lecture and demonstration

#### **TIME ALLOTTED**

45 minutes

#### **METHOD OF EVALUATION**

Informal evaluation based on class participation

## LESSON PLAN FOR IPMBA BASIC COURSE PLANNING AND SAFETY

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### UNIT PLAN

#### LEARNING GOAL

Students will recognize the planning considerations and safety standards necessary to conduct a professional and successful IPMBA course.

#### UNIT OBJECTIVES

After successful completion of this unit of instruction, students will be able to:

1. Explain the importance of pre-planning and site inspection.
2. Explain the duties and responsibilities of a lead instructor.
3. List four pieces of mandatory safety equipment used by students and instructors during an IPMBA Course.
4. Identify and discuss the IPMBA maximum and ideal student-to-instructor ratios, and situations requiring a 1:1 ratio.
5. List five general safety standards.
6. List four factors that may inhibit the student's completion of the course.
7. Compile a checklist of items needed to conduct an IPMBA Course.
8. Plan, promote, and administer an IPMBA Course.
9. Locate and refer to the *Administrative Guidelines* on the ITK.

#### METHOD OF INSTRUCTION

Lecture, demonstration, and discussion

#### TIME ALLOTTED

90 Minutes

#### METHOD OF EVALUATION

Informal evaluation based on class participation

## **LESSON PLAN FOR RESPONSIBILITIES OF AN IPMBA INSTRUCTOR**

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### **UNIT PLAN**

#### **LEARNING GOAL**

Students will become familiar with the responsibilities associated with IPMBA Instructorship.

#### **UNIT OBJECTIVES**

After successful completion of this unit of instruction, students will be able to:

1. Identify an IPMBA Instructor's #1 priority.
2. Identify the requirements for maintaining instructor certification.
3. List the course documents that must be submitted to IPMBA.
4. Describe ways of promoting IPMBA membership.
5. List several ways of supporting the local cycling community.
6. List the three elements of IPMBA's mission statement.

#### **METHOD OF INSTRUCTION**

Lecture and discussion

#### **TIME ALLOTTED**

45 minutes

#### **METHOD OF EVALUATION**

Informal evaluation based on class participation



## LESSON PLAN FOR CONDUCTING A MOCK SCENE

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### UNIT PLAN

#### LEARNING GOAL

Students will become familiar with the mock scenes used in the IPMBA Police, EMS, and Security Cyclist Courses and how to teach students how to apply bike skills in practical situations. They will also learn how to implement safety measures while conducting mock scenes.

#### UNIT OBJECTIVES

After completing this unit of instruction, students will be able to:

1. Conduct safe and effective mock scenes.
2. For Police/Security: Explain and demonstrate the proper way to employ tactics while approaching the scene, use contact/cover principles, position the bike in accordance with officer safety tactics, and function as a team on bike patrol.  
For EMS: Explain and demonstrate the proper way to approach a scene, establish scene safety, and handle a hostile scene.
3. Assess student performance based on standard criteria during scene debriefings.
4. Articulate the importance of knowing departmental procedures and compliance with agency protocol.

#### METHOD OF INSTRUCTION

Lecture, discussion and visual aids

#### TIME ALLOTTED

45 minutes

#### METHOD OF EVALUATION

Informal evaluation based on class participation

## SKILL STATION FOR BASIC MAINTENANCE AND SAFETY PROCEDURES

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### UNIT PLAN

#### PERFORMANCE GOAL

Students will learn how to teach essential basic maintenance procedures to basic course students. They will learn how to communicate the importance of proper bike fit and how to achieve it, performing the ABC Quick Check prior to each ride, and knowing how to perform common adjustments for both their own benefit and that of their students.

#### PERFORMANCE OBJECTIVES

After completing this unit of instruction, students will be able to:

1. Explain and teach the assigned skills listed on the *Skills Proficiency Record*.
2. Teach others how to lube a bike, adjust cables, and remove/replace chains.
3. Take appropriate safety precautions while teaching and performing basic maintenance.
4. Apply various methods of instruction (*Coach-Pupil*, *Directed Method* and *Guided Discovery*) to teaching basic bike maintenance.

#### METHOD OF INSTRUCTION

Practical exercises and practice teach

#### TIME ALLOTTED

120 minutes

#### METHOD OF EVALUATION

Observation, feedback, peer- and self-critique, and completion of *Skills Proficiency Record*

## SKILL STATION FOR TEACHING BASIC BIKE-HANDLING SKILLS

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### UNIT PLAN

#### PERFORMANCE GOAL

Students will become familiar with the process for teaching basic bike-handling skills by conducting the ITK Skill Stations. They will gain an understanding of the importance of maintaining a high level of skill and providing an effective demonstration of the standardized techniques. By gaining a better perspective of proper riding technique, they will be prepared to diagnose error and offer correction, removing barriers to success and enabling their students to develop into confident, proficient riders. They will also learn how to create and maintain a safe training environment.

#### PERFORMANCE OBJECTIVES

After completing this unit of instruction, students will be able to:

1. Impart information in a manner that provides standardization, maximizes the effectiveness of training, and minimizes the risk of liability.
2. Demonstrate consistently, at an instructor level, the skills taught to students during the basic cyclist courses.
3. Accurately measure and construct the cone patterns used for training and testing during the IPMBA Basic Cyclist Courses.
4. Explain, demonstrate, and teach the on-bike skills, utilizing IPMBA's standardized Skill Stations.
5. Identify and correct errors in safety, riding form, and bike handling.
6. Utilize effective techniques in safety spotting skills when necessary and practicable.
7. Select an appropriate training site and create and maintain a safe training environment.
8. Apply various methods of instruction (*Coach-Pupil*, *Directed Method*, and *Guided Discovery*) to teaching basic bike-handling skills.

#### METHOD OF INSTRUCTION

Practical exercises

#### TIME ALLOTTED

465 minutes

#### METHOD OF EVALUATION

Observation, feedback, peer- and self-critique, and completion of *Skills Proficiency Record*

## SKILL STATION FOR TEACHING VEHICULAR CYCLING SKILLS

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### UNIT PLAN

#### PERFORMANCE GOAL

Students will become familiar with the characteristics of an appropriate road ride and how to select a route for teaching vehicular/traffic cycling skills. They will practice leading a road ride and provide instruction to other students.

#### PERFORMANCE OBJECTIVES

After completing this unit of instruction, students will be able to:

1. Select an appropriate route for the road ride.
2. Create a safe training environment.
3. Lead a group ride, transitioning to and from double file, and consistently and correctly demonstrate the vehicular cycling techniques as found in *Practical Test Score Sheet Part 1: Road Ride* (ITK).
4. Assess riding problems and take appropriate corrective action.
5. Explain and demonstrate the vehicular cycling skills listed on the *Skills Proficiency Record*.
6. Apply various methods of instruction (*Coach-Pupil*, *Directed Method* and *Guided Discovery*) to teaching vehicular cycling skills.

#### METHOD OF INSTRUCTION

Practical exercises

#### TIME ALLOTTED

240 minutes

#### METHOD OF EVALUATION

Observation, feedback, peer- and self-critique, and completion of *Skills Proficiency Record*

## SKILL STATION FOR CONDUCTING A NIGHT RIDE

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### UNIT PLAN

#### PERFORMANCE GOAL

Students will gain a deeper understanding of the differences between passive and active lighting and the importance of utilizing both to enhance safety in low-light conditions. They will learn how to conduct a night ride for the purpose of practicing hazard avoidance, patrol procedures, tactics, and EMS scene safety techniques.

#### PERFORMANCE OBJECTIVES

After completing this unit of instruction, students will be able to:

1. Ensure that students' lighting meets both legal requirements and safety standards.
2. Identify and demonstrate examples of lighting systems and other conspicuity devices.
3. Explain the role of active and passive lighting sources in enhancing detection and recognition, enabling immediate identification, and conducting surveillance and stealth operations (police/security) and/or EMS night operations.
4. Explain and demonstrate noise reduction techniques to enhance officer safety.
5. Identify ways EMS cyclists can enhance their visibility and utilize lighting to arrange a safe scene.
6. Select an appropriate route for a night ride and conduct a safe training exercise.
7. Prepare an action plan in the event that students encounter a crime in progress during the night ride.

#### METHOD OF INSTRUCTION

Practical exercises

#### TIME ALLOTTED

120 minutes

#### METHOD OF EVALUATION

Observation, feedback, and peer- and self-critique

## **APPENDIX**

# **IPMBA INSTRUCTOR CODE OF CONDUCT**

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### **Appearance**

International Police Mountain Bike Association (IPMBA) instructors are expected to recognize the importance of appearance and attire on their credibility as professional trainers. All Instructors will maintain a neat, well-groomed professional appearance while representing IPMBA under any circumstances, including, but not limited to, the IPMBA Conference, regional trainings, and outreach opportunities.

Instructors must remain clean-shaven for the duration of their assignments, with the exception of those wearing well-groomed, pre-existing mustaches, beards or goatees. Instructors shall groom their hair and shall not present a ragged or unkempt appearance, except as a role player during training exercises.

Attire for IPMBA instructors representing IPMBA during regional/national /international conferences/schools shall consist of one of the following:

- ◆ Department uniform
- ◆ IPMBA tee shirt or polo shirt worn with department bike uniform shorts or shorts of a similar fashion; or department-authorized long riding pants for cool weather
- ◆ IPMBA instructor shirt worn with department bike uniform shorts or shorts of a similar fashion or department-authorized long riding pants for cool weather.

Non-public safety cycling attire, such as lycra-based jerseys, cycling shorts, tights, or leg warmers, are not acceptable except during scheduled off-road trail-riding. Instructors are expected to exercise good judgment in selecting off-road attire.

### **Professional Conduct**

The International Police Mountain Bike Association expects its instructors to maintain high standards of professional conduct while representing IPMBA under any circumstances, including, but not limited to, the IPMBA Conference, regional trainings, and outreach opportunities. While representing IPMBA:

- ◆ No instructor shall use indecent or profane language or tell jokes of an offensive nature, including but not limited to, those that reference race, religion, gender or gender identification, creed, color, national origin, age, condition of pregnancy, marital status, physical or mental limitations, or sexual orientation.

- ◆ No instructor shall engage in any form of classroom discrimination, including, but not limited to, any act or comment of prejudice which relates to race, gender or gender identification, creed, age, color, religion, national origin, marital status, physical disability, mental disability, or sexual orientation, and that offends another.
- ◆ No instructor shall attempt to use their status as an IPMBA instructor to apply pressure to any vendor or supplier in order to obtain special treatment, favors, or free merchandise.

## **Harassment**

The International Police Mountain Bike Association (IPMBA) is committed to maintaining an environment for all employees, instructors, members, and associates that is free from intimidation, humiliation or insult, whether it be physical or verbal abuse, or other actions based upon the below listed categories.

Harassment, based upon race, religion, national origin, gender or gender identification, age, condition of pregnancy, marital status, physical limitations, or sexual orientation is an offense, first against the association, and second, an offense against any specific individual or group of individuals. Offenses refer to physical or verbal actions that have the purpose or effect of creating a hostile, offensive, or intimidating environment that are based on the above categories. Examples include, but are not limited to, physical contact of a sexual nature; sexual, ethnic, racial or religious related jokes, comments, insults, cartoons, innuendo, or personal conduct or mannerisms that could be construed as offensive in these described areas.

IPMBA will not tolerate sexual harassment in any form. Sexual harassment is defined generally as including unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, whenever: (1) submission to the conduct is either an explicit or implicit term or condition of employment, participation, or performance assessment; (2) an employee's, student's, or member's reaction to the conduct is used as a basis for decisions affecting that person; or (3) the conduct has the purpose or effect of interfering with the person's performance or creating an intimidating, hostile or offensive environment.

No employee, applicant, instructor, student, or other participant shall be subjected to unsolicited and unwelcome sexual overtures, nor should any of the above be led to believe that an opportunity, benefit, or performance assessment will in any way depend upon "cooperation" of a sexual nature.

Sexual harassment is not limited to demands for sexual favors. It also may include such actions as: (1) sex-oriented verbal "kidding", "teasing", or jokes; (2) offensive sexual flirtations, advances, or propositions; (3) continued or repeated verbal abuse of a sexual nature; (4) graphic or degrading comments about an individual or that person's appearance; (5) the display of sexually suggestive objects or pictures; (6) subtle pressure for sexual activity; and (7) inappropriate physical contact.

Sexual harassment does not refer to occasional compliments of a socially acceptable nature, or consensual personal and social relationships without a discriminatory effect. It refers to behavior that is not welcome and that is personally intimidating, hostile, or offensive.

## **Reporting**

IPMBA encourages reporting of all incidents of sexual or other harassment, or acts of discrimination, regardless of the identity of the offender. IPMBA encourages those who feel they are being harassed or discriminated against to firmly and promptly notify the offender that such behavior is unwelcome; however, IPMBA also recognizes that power and status disparities between the offender and the recipient of the offensive conduct may make such a confrontation impossible. Consequently, such direct communication is not a requirement or prerequisite to filing a complaint.

Any member, employee, instructor, student, or volunteer who believes the actions or comments of another member, employee, instructor, student, or volunteer constitute unwelcome harassment or discrimination may report the situation to any member of the IPMBA Board of Directors, to the Executive Director, or to a course Instructor. In its efforts to prevent discrimination or harassment of any kind, the Board of Directors and Executive Director will maintain an open-door policy.

All complaints will be promptly and confidentially investigated. All information regarding any specific complaint or incident will be kept confidential to the maximum extent possible within the boundaries of the fact-finding process. The complaining member will be advised of the result of the investigation.

## **Disciplinary Policy**

Any employee, member, instructor, or volunteer found to be in violation of any portion of the Instructor Code of Conduct is subject to disciplinary action.

Disciplinary action will be taken at the discretion of the IPMBA Board of Directors. Nothing in these guidelines should be construed as a limitation on the powers of the IPMBA Board of Directors to decide if and what type of disciplinary action is appropriate under given circumstances.

IPMBA prohibits any form of retaliation or reprisals against any employee, member, instructor, student, or volunteer for filing a good faith complaint under this policy, or for assisting in a complaint investigation. IPMBA may take disciplinary action against any member, employee, instructor, student, or volunteer who intentionally provides false information regarding a complaint.



## Conflict of Interest

The Instructor Cadre is comprised of individuals drawn from the membership of the International Police Mountain Bike Association (IPMBA), many of whom have other activities, interests, or involvement with businesses or organizations in addition to their services as Instructors for the IPMBA.

Such other interests or involvement by instructors may result in instances of dualities of interests and potential or apparent conflicts of interests.

All Instructors shall, in the course of their duties on behalf of IPMBA, act with strict loyalty and fidelity to the best interests of IPMBA. They shall exercise the utmost good faith in all matters and transactions involving IPMBA, and adhere to the highest ethical standards of duty as an Instructor for IPMBA.

All IPMBA Instructors shall endeavor to avoid, to the best of their ability, any situation which may result in a compromise of their duty to IPMBA personally, because of duality or conflict of interest with any other organization with which the instructor may be involved.

All Instructors shall refrain from using any information or opportunities gained in their role as Instructors for IPMBA for personal benefit or gain or for the benefit or gain of any organization with which they may be involved, without prior disclosure to the Board and express approval from the Board.

All Instructors shall refrain from unauthorized use of IPMBA's intellectual property, including, but not limited to, the *Complete Guide to Public Safety Cycling*, the *IPMBA Instructor ToolKit*, (ITK), the *Fundamental Skills for Public Safety Cycling* video, the *IPMBA Instructor Video Library*, cone course diagrams, and/or other curricula and educational resources created by IPMBA.

These materials may not be used to create "knock-off" classes or shared with anyone other than active, certified IPMBA instructors. Any IPMBA instructor whose certification lapses must immediately cease using IPMBA's instructional materials and return them to IPMBA HQ.

## IPMBA CODE OF ETHICS

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IPMBA is committed to serving the training and resource needs of public safety cyclists. As members of the public safety profession, IPMBA members formally swear to protect and serve their communities. As an association comprised of public safety personnel, IPMBA expects its members to uphold the oaths they have taken, adhere to their departmental codes of conduct and ethics, and act in accordance with the law.

Because of their ability to interact easily with the public, public safety cyclists are uniquely positioned to engage with the citizens they serve. They should strive to create an atmosphere of mutual trust and respect, treat others fairly and equitably, hold themselves and others accountable for their actions, and act with integrity.

This Code of Ethics is intended to complement members' departmental codes of ethics and guide members' expected behavior toward other members, those who interact with the Association, and the public.

IPMBA expects its members to:

- ◆ Uphold the oath of honor they have taken to protect and serve the members of their communities.
- ◆ Prioritize the safety, health, and welfare of the public in the performance of their professional duties.
- ◆ Treat all persons with equity, respect, and dignity.
- ◆ Reflect the honor and integrity of the public safety profession.
- ◆ Use social media responsibly and respectfully, and avoid bringing dishonor or embarrassment to self, IPMBA, or fellow public safety professionals.
- ◆ Represent IPMBA and the field of public safety cycling in a professional and ethical manner.
- ◆ Promote IPMBA's mission within the public safety sector and the community.

IPMBA expects its directors, officers, volunteers, and staff to:

- ◆ Comply with all applicable laws and regulations.
- ◆ Conduct all business legally, honestly, and ethically.
- ◆ Adhere to high standards of personal and professional conduct, including the IPMBA Code of Conduct, in all matters.
- ◆ Serve with respect, concern, courtesy, and responsiveness in carrying out the organization's mission.
- ◆ Treat all members equitably and provide the same level of service to all.
- ◆ Maintain awareness of the state of the profession and the industry in order to be prepared to respond appropriately.