

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 1**  
LEADERSHIP, PROFESSIONALISM & ETHICS

**Effective date of outline:** **July 1, 2018**

I. LEARNING NEED

Peace officers are expected to be leaders in the community, in their agencies, and among peers. To be effective, officers must understand the components of leadership, their responsibility to lead, and the impact of their leadership.

LEARNING OBJECTIVES

A. Discuss why leadership is important

1. To the officer
2. To the agency
3. To the community
4. To the profession

B. Define leadership

1. Practice of influencing people
2. Using ethical values and goals
3. Produce an intended change

C. Discuss universal components of leadership

1. Authority and power
2. Compliance v. commitment
3. Circle of Influence
4. Life balance
5. Formal and informal

D. Discuss the officer as a leader

1. Peer leadership
2. Modeling
3. Taking charge
4. Intervening
5. Sharing knowledge and experience
6. Expecting change
7. Community policing
8. Leadership with the profession

E. Discuss the leader as a follower

1. Separation of ego and power from authority
2. Responsibility to agency

F. Discuss how leadership impacts the daily work of a peace officer and how officers can recognize the results

1. Improve communication, problem solving, decision making
2. Positive leadership vs. absence of leadership

## II. LEARNING NEED

Peace officers are empowered and entrusted by the community with a broad range of power, authority and discretion to maintain safety and order. Professional and ethical standards are the means by which peace officers maintain the public trust. To be effective, a peace officer must make a life-long commitment to these standards.

### LEARNING OBJECTIVES

- A. Discuss the relationship between public trust and a peace officer's ability to perform their job
  - 1. Foundation of peace officer's authority and power
- B. Discuss the community, agency, and other peace officers' expectations of a peace officer's conduct
  - 1. Community expects officer will serve the public interest
  - 2. Agency expects officer will conform with the law, organization values, code of ethics
- C. Explain the benefits of professional and ethical behavior to the community, agency and peace officer
  - 1. Community – trust, partnerships, equitable law enforcement
  - 2. Agency – morale, respect within the profession, reputation
  - 3. Officer – self-esteem, respect, confidence
- D. Describe the consequences of unprofessional/unethical conduct to the community, agency, and peace officer
  - 1. Disciplinary action
  - 2. Civil and criminal liability
  - 3. Diminishing public trust
  - 4. Embarrassment
  - 5. Compromising officer safety
- E. Discuss the *Law Enforcement Code of Ethics*, and explain the importance of adhering to the *Law Enforcement Code of Ethics*
  - 1. Ethical standards
- F. Explain why an officer should respond to a coworker's unprofessional or unethical conduct, including the legal basis for such interventions
  - 1. Legal obligation
  - 2. Moral obligation
  - 3. Responsibility
- G. Discuss situations when it is necessary to intervene on another peace officer's behalf and factors that can inhibit intervention
  - 1. Unlawful arrest
  - 2. Constitutional rights violated
  - 3. Inappropriate language, behavior, conduct
- H. Describe the types and levels of intervention used to prevent another peace officer's inappropriate behavior

1. Advance
2. Intermediate
3. Delayed

I. Give examples of ethical decision making strategies

1. Identify the issues
2. Determine the stakeholders
3. Consider your options
4. Choose appropriate option
5. Consequences of your decision
6. Implement course of action
7. Reassess and change if necessary

J. Explain the value of ethical decision making in leadership

1. Better equipped to arrive at the appropriate solutions in decision making

### III. REQUIRED TESTS

A. A scenario test that requires the student to demonstrate, by application, proficiency of ethics. At a minimum, the test shall evaluate the following competencies:

1. Leadership – the practice of influencing people, while using ethical values and goals to produce an intended change
2. Problem solving/Decision-Making – analyzing situations and implementing plans through one’s actions to solve problems. Using verbal or physical skills to determine the appropriate resolution to a situation.
3. Communications – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
4. Ethics- Using accepted principles of conduct that govern decisions and actions based on professional values and expectations.
5. Stress Tolerance and Emotional Regulation - maintaining self-control and making timely, rational decisions in stressful situations.

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

### IV. REQUIRED LEARNING ACTIVITIES

A. The student will participate in one or more learning activities from the POST-developed *Instructor’s Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding leadership. At a minimum, each activity or combination of activities must address the following topics:

1. Power and authority
2. Compliance and commitment
3. Sphere of influence

4. Officer as a leader
  5. Leadership in the community
  6. Positive and adverse impacts and challenges for consistently demonstrating leadership
- B. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing* or other comparable sources regarding unprofessional or unlawful conduct by peace officers. At a minimum, each activity or combination of activities must address the following topics:
1. Whether or not the behavior was unlawful, unethical, or inconsistent with the *Law Enforcement\Code of Ethics*
  2. Identification of those whom the conduct impacts
  3. The potential sanctions that could result from the behavior
  4. Potential perceptions of the public regarding the behavior
  5. Whether or not intervention is appropriate
- C. The student will participate in a learning activity consisting of a small group exercise that uses the POST-developed publication *Becoming An Exemplary Peace Officer*, or other media presentation as a resource. During the exercise, the group will complete the following tasks:
1. Identify any ethical issues
  2. Discuss the impact of the conduct
  3. Determine if intervention is required
  4. Defend the chosen intervention strategy

Description	Hours
POST Minimum Required Hours	<u>8</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>8</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 2**  
CRIMINAL JUSTICE SYSTEM

Effective date of outline: **JULY 1, 2018**

I. LEARNING NEED

To be effective leaders, peace officers must be aware of the constitutional rights of all individuals within the United States, regardless of citizenship status, and the role of the criminal justice system has in protecting those rights.

LEARNING OBJECTIVES

- A. Identify the freedoms and rights afforded to individuals under the U.S. Constitution, the Bill of Rights, and later amendments
  - 1. U.S. Constitution
  - 2. Bill of Rights
  - 3. Later amendments
  
- B. Identify how the U.S. Constitution amendments apply to the actions and conduct of peace officers
  - 1. First Amendment
    - a. Freedom of speech
    - b. Freedom of religion
    - c. Freedom of press
    - d. Freedom of assembly
    - e. Right to petition government
  - 2. Fourth Amendment
    - a. Freedom from unreasonable search and seizures
  - 3. Fifth Amendment
    - a. Freedom from being tried twice for the same crime
    - b. Freedom from self- incrimination
  - 4. Sixth Amendment
    - a. Right to be told of charges when arrested
    - b. Right to speedy trial
    - c. Right to public trial by jury
    - d. Right to confront witnesses
    - e. Right to counsel
  - 5. Eighth Amendment
    - a. Freedom from excessive bail
    - b. Freedom from cruel and unusual punishment
  - 6. Fourteenth Amendment
    - a. Basic right of defendant in judicial proceeding
    - b. Due process
    - c. Right to equal protection under the law
  
- C. Discuss the components and primary goals of the criminal justice system

1. Law enforcement – up hold the law
2. Judicial – treat all persons equally, fairly and with justice
3. Corrections – play a role in enforcement

## II. LEARNING NEED

Peace officers must realize that law enforcement is not solely the function of police and sheriff agencies. There are many other federal, state, and local law enforcement agencies that are part of the criminal justice system.

### LEARNING OBJECTIVES

- A. List the primary federal, state, and local law enforcement agencies within the criminal justice system
  1. Federal – Homeland Security, FBI, DEA, INS, US Marshall, STF, Secret Service
  2. State – CHP, ABC, DOJ, F&G, DMV, Parole
  3. Local – KCSO, BPD, DPD, APD, SPD, TPD, KHSDDP

## III. LEARNING NEED

Peace officers must understand the judicial component of the criminal justice system because much of their work results in cases that go to court

### LEARNING OBJECTIVES

- A. Discuss the objectives of the Judicial component of the criminal justice system
  1. Due process
  2. Fair judgments
  3. Just punishment and assuring victim's rights
- B. Discuss the organization of the California court system, including positions commonly recognized as part of the judicial system
  1. Low courts – trial courts
  2. Higher courts – appellate courts
  3. Judges, prosecuting attorneys, defense attorneys
- C. Discuss the judicial process in criminal cases
  1. Arrest, arraignment, right to bail, bail, preliminary hearing, indictment, trial, sentencing, Grand Jury

## IV. LEARNING NEED

Peace officers should recognize that the California Department of Corrections and Rehabilitation (CDCR) is a component of the criminal justice system. Officers must also be familiar with the differences between parole and probation conditions, and their role in the enforcement of those conditions.

### LEARNING OBJECTIVES

- A. Discuss the objectives and responsibilities of the correction's component of the criminal justice system

1. Confining and rehabilitating prisoners, supervising parolees and probationers, assuring victim's rights.
- B. Recall the definitions of parole and probation
1. Parole is a conditional release from State prison
  2. Probation is suspension or imposition of sentence by the Court
- C. Discuss the differences between:
1. Parole
    - a. Imposed by administrative board
    - b. Revocable by parole agent, administrative board
    - c. Parolees must comply with all instructions of parole officer
  2. Probation
    - a. Imposed at the Court's direction
    - b. Probation officer recommended
    - c. Probationers comply with instructions and contact probation officer

Description	Hours
POST Minimum Required Hours	<u>2</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted Hours	<u>2</u>
Total Instructional Hours	<u>4</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 3**  
POLICING IN THE COMMUNITY

Effective date of outline: **JULY 1, 2018**

I. LEARNING NEED

Peace officers need to know that their role in the community is to work in partnership with community members to resolve or reduce problems for the benefit of those who live and work there.

LEARNING OBJECTIVES

- A. Define community policing
  - 1. Both an organizational and personal philosophy that promotes police/community partnerships and proactive problem solving
- B. Identify the essential components of community policing, including:
  - 1. Problem solving
    - a. Address causes of crime
    - b. Address fear or perception of crime
    - c. Improve quality of life
  - 2. Addressing quality of life issues
    - a. Taking care of the small things
    - b. Proactive enforcement
    - c. Partnership's
  - 3. Partnerships with the community
    - a. Awareness
    - b. Involvement
    - c. Ownership
  - 4. Partnerships with other agencies
    - a. Communication
    - b. Similar issues
    - c. New ideas
  - 5. Internal and external resources
    - a. Gang Unit, Narcotics Unit, Bike Patrol
    - b. Churches, Schools, Community collaborative
- C. Identify community policing goals, including:
  - 1. Reducing/preventing crime
    - a. Public trust
    - b. Ownership
    - c. Awareness
  - 2. Reducing the fear of crime
    - a. Communication
    - b. More officers
    - c. Directed patrol
  - 3. Improving the quality of life
    - a. Community direction for patrol



- b. Reduced crime
    - c. Community involvement in direction of the department
  - 4. Increasing community:
    - a. Awareness
    - b. Involvement
    - c. Ownership
  - 5. Increasing local government involvement in problem solving
    - a. Code enforcement
    - b. Animal Control
    - c. Local city and county officials
- D. Discuss community policing philosophy
  - 1. Working partnership with the community
  - 2. Community participates in defining priorities for law enforcement
  - 3. Focusing directly on the substance of the policing
- E. Discuss the history of policing models, including:
  - 1. Traditional
    - a. Incident driven
    - b. Reaction based
    - c. Enforcement with limited community interaction
  - 2. Professional
    - a. Emphasized officer education and training
    - b. Policies and procedures
    - c. Professional standards and behavior
  - 3. Community
    - a. Community partnerships
    - b. Prevention and collaborative problem solving
    - c. Improvement of quality of life
- F. Identify peace officer responsibilities in the community, including:
  - 1. Maintaining order
    - a. Visual presence
    - b. Verbal
    - c. Physical
  - 2. Enforcing the law
    - a. Letter of the law
    - b. Spirit of the law
    - c. Fairness
  - 3. Preventing crime
    - a. Proactive
    - b. Community involvement
    - c. Other agencies
  - 4. Delivering service
    - a. Directed patrol
    - b. Community partnerships
  - 5. Educating and learning from the community
    - a. Participation in collaborative meetings

- b. DARE
    - c. Neighborhood watch
  - 6. Working with the community to solve problems
    - a. Participation in collaborative meetings
    - b. Neighborhood watch
    - c. Code enforcement
    - d. Other agencies
  
- G. Differentiate between proactive and reactive policing
  - 1. Proactive means anticipating problems
  - 2. Reactive means responding to criminal activity
  
- H. Discuss community expectations of peace officers
  - 1. Ensure their safety
  - 2. Address violations of law and regulations
  - 3. Maintain quality of life
  - 4. Fairness
  - 5. Courteous
  - 6. Competence
  
- I. Recognize peace officers' responsibilities to enforce the law, including:
  - 1. Adhering to all levels of the law
  - 2. Fair and impartial enforcement
  - 3. Knowing the patrol beat or area of responsibility
  
- J. Identify the elements of area/beat knowledge, including:
  - 1. Critical sites
    - a. Schools
    - b. Hospitals
    - c. Power plants
    - d. Airports
    - e. Bridges
    - f. Chemical facilities
  - 2. Locations requiring special attention, i.e. hot spots
    - a. High crime
    - b. Isolated or low traffic areas
    - c. Congested roadways
  - 3. Potentially dangerous areas
    - a. Local hazards
    - b. Low lying areas
    - c. Earthquake zones
    - d. Hillsides with potential for mud slides
    - e. Fire dangers
    - f. Railroad crossings
  
- K. Discuss current and emerging issues that can impact the delivery of services by peace officers
  - 1. Changing demographics

2. Advanced technologies
3. Economic shifts
4. Jail overcrowding
5. Cultural diversity
6. Law changes
7. Homeland security

L. Identify the components that comprise communities

1. Families
2. Individuals
3. Neighborhoods
4. Schools
5. Elected officials and government agencies
6. Businesses
7. Media
8. Social service organizations
9. Religious institutions
10. Law enforcement agencies

M. Discuss opportunities where peace officers educate and learn from community members

1. Informal
2. Formal
3. Community activities

N. Identify resources which provide opportunities to educate and learn from the community, including:

1. Community forums
2. Community advisory groups

O. Recognize a peace officer's role in influencing community attitudes

1. An officer can affect community perception in both a positive and negative way based on their interaction with the community

P. Discuss government expectations of law enforcement and peace officers

1. Reducing and controlling crime
2. Providing community service
3. Enforcing the law and reducing civil liability
4. Problem solving

## II. LEARNING NEED

Peace officers need to understand that community partnerships provide opportunities to effect greater change than could be accomplished by any one group alone.

### LEARNING OBJECTIVES

A. Define community partnerships

1. Relationship comprised of two or more individuals, groups or organizations working together to address an issue

- B. Discuss the key elements for developing trust between community partners, including:
  - 1. Truth
    - a. Open
    - b. Honest
  - 2. Respect
    - a. Awareness
    - b. Learn about your partner and community
  - 3. Understanding
    - a. Appreciate diversity
    - b. Understand the other person's perspective
  - 4. Support
    - a. Specific Role
    - b. Responsibility
    - c. Action Plan
  - 5. Teamwork
    - a. Working together
- C. Discuss the relationship of ethics to the badge of office
  - 1. Public trust
  - 2. Character
  - 3. Integrity
- D. Identify the essential partnering skills, including:
  - 1. Leadership
  - 2. Communication
  - 3. Facilitation
  - 4. Community mobilization
- E. Discuss leadership skills in community policing
  - 1. Conduct themselves ethically
  - 2. Embrace change
  - 3. Communicate well
  - 4. Thinks creatively
- F. Define communication
  - 1. Sending and receiving messages, both non-verbal and verbal, between two or more people
- G. Recognize the components of a message in communications with others, including:
  - 1. Content (words)
    - a. Small portion of the message
  - 2. Voice characteristics
    - a. Tone
    - b. Pace
    - c. Pitch
  - 3. Nonverbal signals
    - a. Body language
    - b. Proxemics – positioning of the speaker relative to the listener

- H. Recognize the potential effects of negative nonverbal signals
  - 1. Making a poor impression
  - 2. Contradicting what an officer is saying verbally
  - 3. Potentially escalating situations
  
- I. Give examples of effective communication techniques for:
  - 1. Active listening
    - a. Be open and unbiased
    - b. Hear literally what is being said, (don't cloud with interpretation at this point).
    - c. Interpret what is said
    - d. Provide an appropriate response
  - 2. Establishing effective lines of communication
    - a. Convey an attitude of self-confidence and professionalism
    - b. Show an understanding of the situation
    - c. Demonstrate a caring attitude
  - 3. Overcoming barriers to communication
    - a. Treat people in a professional manner
    - b. Be courteous
    - c. Don't pre-judge individuals
  
- J. Discuss the communication techniques that can be used for obtaining voluntary compliance
  - 1. Ask
  - 2. Set context
  - 3. Present options
  
  - 4. Take action
  
- K. Define facilitation
  - 1. Consensus building process which brings together diverse priorities and perspectives toward a desired outcome.
  
- L. Discuss the components of the facilitation process, including:
  - 1. Being familiar with the issues
  - 2. Establishing meeting guidelines
  - 3. Stating meeting purpose, scope, and need
  - 4. Stating and clarifying objectives
  - 5. Prioritizing competing problems and issues
  - 6. Identifying potential solutions
  
- M. Apply facilitation techniques reflecting professional behavior, including:
  - 1. Maintaining the focus on the issues and stimulating discussion
  - 2. Displaying interest in the issues
  - 3. Leading the group toward problem resolution
  - 4. Helping participants learn from the problem solving experience
  - 5. Dealing calmly and respectfully with unexpected incidents
  - 6. Maintaining objectivity

- N. Give examples of obstacles that officers may encounter when developing community partnerships
1. Internal
  2. External
  3. Not enough time for problem solving
  4. Stereotypes
  5. “Us” vs. “Them” mentality
- O. Define community mobilization
1. Continual process of identifying, bringing together, and involving community members for crime prevention and problem solving
- P. Discuss the elements of the community mobilization process, including:
1. Getting people involved
  2. Identifying community resources (skills)
  3. Calling for action
  4. Educating the public
  5. Taking responsibilities for public safety and quality of life
  6. Sustaining effort
- Q. Discuss community mobilization methods
1. The internet
  2. Flyers
  3. Meetings
  4. Email alerts
  5. Events
  6. Media
  - 7.
- R. Discuss the benefits of maintaining a positive relationship with the news media
1. Aiding in crime prevention efforts/programs
  2. Aiding in investigations of missing persons
  3. Assisting with the apprehension of a suspect, Amber alert
  4. Warning the public of potential danger, traffic issues
  5. Aiding in recruitment efforts
  6. Promoting a positive image of law enforcement
  7. Improving communication between the department and the community
- S. Discuss the components of a community inventory, including:
1. Partners
    - a. Individual or group who actively participate in the collaborative study, analysis, response to and evaluations of problems
    - b. May or may not have a vested interest in the outcome
  2. Stakeholders
    - a. Residents
    - b. Business owners
    - c. Local government officials
  3. Community collaboration

- a. Strategy for identifying, addressing and preventing problems
- b. Requires commitment to work together to accomplish a common mission
- c. Involves working with community members and stakeholders who have a vested interest in a problem and are willing to work towards its solution

T. Define homeland security

- 1. Cooperative effort between communities and law enforcement to prevent, or respond to, terrorist acts.

U. Identify the benefits of integrating community mobilization and homeland security

- 1. Improved communication
- 2. Coordination of information flow
- 3. Identification of potential terrorists and targets
- 4. Preventing or preempting terrorists acts
- 5. Apprehending those who commit terrorist acts
- 6. Information sharing
- 7. Intelligence gathering

### III. LEARNING NEED

Peace officers need to recognize that effective problem solving is a process that identifies and addresses the underlying conditions of crime and disorder in the community.

#### LEARNING OBJECTIVES

A. Define the term “problem”

- 1. Two or more incidents that are
- 2. Similar in nature
- 3. Causing harm or are capable of causing harm, with an expectation that the police will do something about it.

B. Identify the elements of the crime triangle, including:

- 1. Victim
- 2. Offender
- 3. Location

C. Discuss the Broken Windows Theory

- 1. One unchecked problem may lead to others

D. Define problem solving

- 1. Identifying problems and priorities
- 2. Collecting information and analyzing information
- 3. Develop a response
- 4. Evaluate the response

E. Distinguish between Problem Oriented Policing (POP) and Community Policing (CP)

- 1. POP does not always involve the community in solving the problem.
- 2. Community Oriented Policing encompasses the philosophy which includes POP and involves the community.

- F. Define and discuss a problem solving strategy
  - 1. Identifying the problem(s) and priorities
  - 2. Collecting and examining information concerning the problem in a thorough, though not complicated, manner
  - 3. Developing or facilitating response that are innovative, tailor-made with the best potential for eliminating or reducing the problem
  - 4. Evaluating the response to determine its effectiveness and modifying it as necessary.
  
- G. Apply a problem solving strategy
  - 1. Specific
  - 2. Measurable
  - 3. Attainable
  - 4. Realistic
  - 5. Timely
  - 6. Sustainable
  
- H. Define crime prevention
  - 1. Anticipation, recognition, and appraisal of a crime risk, coupled with the specific actions which can be taken to remove or reduce that risk.
  
- I. Identify crime prevention strategies
  - 1. Anticipating criminal activity
  - 2. Recognizing crime risks
  - 3. Identifying crime problems
  - 4. Taking specific actions to remove or reduce the opportunity for criminal activity
  
- J. Give examples of crime risk factors
  - 1. 24 hour businesses, ATM's, malls, Alcoholic beverage sales points
  - 2. High risk neighborhoods, group homes, apartments
  - 3. Construction equipment, rental car lots, dealerships
  - 4. Women, elderly, children, disabled, tourists
  
- K. Identify methods for recognizing crime problems
  - 1. Exchanging information with officers on other shifts
  - 2. Exchanging information with officers from other departments
  - 3. Using crime analysis information
  - 4. Interacting with members of the community
  
- L. Define Crime Prevention Through Environmental Design (CPTED)
  - 1. Scientific approach that seeks to change environmental conditions to make a location moiré crime resistant
  
- M. Identify the principles of Crime Prevention Through Environmental Design (CPTED)
  - 1. Natural surveillance
    - a. Increased visibility



2. Access control
    - a. Restricts access
    - b. Decreases opportunity for criminal activity
  3. Territorial reinforcements
    - a. Distinguishes between public and private areas
  4. Image
    - a. Well taken care and demonstrates someone cares and is watching
- N. Discuss crime prevention programs within the community
1. Community “watch” and “alert” programs
  2. Operation identification
  3. Child identification and fingerprinting
  4. Drug and alcohol prevention program
  5. Family violence prevention
  6. Gang awareness prevention
  7. Internet safety
  8. Hate crime prevention
  9. Safe schools
  10. Elder abuse prevention

#### IV. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in one or more learning activities from the POST-developed *Instructor’s Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources. At a minimum, each activity must address how peace officers, agencies and communities benefit from community policing.
- B. The student will participate in a learning activity that will reinforce an understanding of a problem solving strategy.
- C. The student will participate in a role-playing learning activity that simulates a public problem-solving meeting with conflicting positions about a local issue. The activity shall focus on and generate discussion, during and after the activity, based upon the following:
  1. Community policing philosophy
  2. Community mobilization
  3. Partnerships
  4. Leadership
  5. Facilitation techniques
  6. Communication skills
- D. The student will participate in learning activity depicting a situation in which the subject is initially noncompliant with verbal instructions to produce identification. The student will demonstrate the communication skills to resolve the conflict including:
  1. Making an “ethical appeal” based upon a peace officer’s professional presence and providing the subject with an opportunity to voluntarily comply (asking)
  2. Identifying the law, policy, or rationale that applies to the situation, answering the subject’s implied question “why?,” and providing another opportunity for the subject to voluntarily comply (setting context)

3. Explaining the options or courses of action which could be taken by the peace officer and their potential personal consequences to the subject, and providing the subject with yet another opportunity to voluntarily comply (presenting options)
4. Taking the action appropriate to the situation if the subject fails to voluntarily comply (e.g., arrest)

Description	Hours
POST Minimum Required Hours	<u>18</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>0</u>
Total Instructional Hours	<u>18</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 4**  
VICTIMOLOGY/CRISIS INTERVENTION

**Effective date of outline: JULY 1, 2018**

I. LEARNING NEED

Peace officers must deal effectively and considerately with victims, and protect their rights. Peace officers need to understand the psychological trauma experienced by crime victims. Peace officers need to identify techniques used to defuse crisis situations, which result from people being the victims of a crime.

LEARNING OBJECTIVES

- A. Describe the direct and indirect victims of a crime
  - 1. Direct victims have had a crime committed against them, report a crime has been committed against them, or suffer, as the direct result of a crime, economic loss, physical injury, emotional trauma, or death.
  - 2. Indirect victims have a close relationship to the direct victim, or suffer emotional trauma and or economic loss as the result of being a witness to a crime, or member of the community where the crime took place.
- B. Describe emotional and physical reactions or behaviors that may be exhibited by victims in crisis
  - 1. Helplessness
  - 2. Anger
  - 3. Sadness
  - 4. Fear
  - 5. Red, flushed face
  - 6. Loud voice
  - 7. Hyperventilation
  - 8. Shaking
  - 9. Crying
- C. Describe techniques officers can use to help defuse a crisis situation for a victim of crime
  - 1. Empathy
  - 2. Reassurance
  - 3. Active listener
  - 4. Appropriate voice
  - 5. Positive nonverbal communication
  - 6. Explain procedures and follow up actions
- D. Describe potentially negative attitudes that peace officers may exhibit toward victims of crime
  - 1. Disassociation
  - 2. Blame
  - 3. Apathy
  - 4. Impatience

## II. LEARNING NEED

Peace officers must be able to provide victims with meaningful information that will assist them in coping with a crisis situation, and support their participation in the investigative and legal process.

### LEARNING OBJECTIVES

- A. Demonstrate knowledge of the five phases of a victim contact and identify appropriate officer actions during each phase
  - 1. Crisis
    - a. Shock or disorientation
  - 2. Urgency
    - a. Unpredictable and confused
    - b. Apprehensive or demanding
    - c. Vacillating between calm and acute distress
  - 3. Affirmation
    - a. Beginning conscious realization
    - b. Making repetitive statements
  - 4. Confirmation
    - a. Beginning to focus
  - 5. Validation
    - a. Beginning to confront the issues of the incident
- B. Apply the guidelines for interviewing a victim
  - 1. Set the stage
  - 2. Gather information
  - 3. Provide assistance
- C. Explain the information law enforcement agencies are required by law, to provide to victims of criminal acts to include:
  - 1. Government Code Section(s) 13950-13966
  - 2. Victims' Bill of Rights, California Constitution, Article I, Section 28(b), "Marsy's Law"
- D. Explain qualifications for compensation under the Victims of Crime Compensation Program
  - 1. Physical injury
  - 2. Emotional injury
  - 3. Government code 13690 specifies
- E. Explain the legal and procedural information available to the victim
  - 1. How to access law enforcement reports and other information
  - 2. Legal considerations and restrictions for specific crimes
  - 3. Follow up procedures
  - 4. Case number of the report
  - 5. Telephone number to call and obtain report number
  - 6. Step by step procedures for obtaining a copy of the report
  - 7. Approximate time the report will be available

### III. REQUIRED TESTS

- A. A scenario test that requires the student to demonstrate proficiency in Victimology and Crisis Intervention. At a minimum, the test shall evaluate the following competencies:
1. Leadership-The practice of influencing people while using ethical values and goals to produce an intended change.
  2. Local Procedures – The ability to demonstrate knowledge of procedures or policies developed by the presenter or agency to address tactics or required actions in given circumstances.
  3. Legal Authority/Individual Rights – The identification and application of state, federal and constitutional laws governing victim’s rights.
  4. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

### IV. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in one or more learning activities from the current POST-developed *Instructor’s Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding victimology/crisis intervention. At a minimum, each activity or combination of activities shall address the following topics:
1. Behaviors exhibited by persons in crisis/crime victims
  2. Use of effective interview techniques (e.g. empathy, active listening, and non-verbal skills) during a peace officer’s contact with persons in crisis/crime victims
  3. Impact of a peace officer’s conduct on victims, witnesses or others who may be at the scene of an incident
  4. Listing and function of resources available to victims/persons in crisis
- B. The student will participate in a learning activity regarding law enforcement contact with a crime victim. At a minimum, the learning activities must include:
1. Psychological reactions to victimization
  2. Identification of any underlying or related problems (e.g., medical, emotional, financial, etc.)
  3. Assistance and support services available to the victim
  4. Legal and procedural information to provide the victim
  5. Qualifications for compensation under the Victims of Crime Compensation Program

Description	Hours
POST Minimum Required Hours	<u>6</u>
Agency Specific Hours	<u>2</u>
Total Instructional Hours	<u>8</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 5**  
INTRODUCTION TO CRIMINAL LAW

Effective date of outline: **JULY 1, 2018**

I. LEARNING NEED

Peace officers must know the origins of current law to know the role of law enforcement today.

LEARNING OBJECTIVES

- A. Identify the relationship among:
1. Constitutional law
    - a. Civil liberties
    - b. Ten Amendments
    - c. Bill of Rights
  2. Statutory law
    - a. Enforceable statute
    - b. Punishment
  3. Case law
    - a. Appellate court decisions
    - b. Precedent
    - c. Interpretation and clarity

II. LEARNING NEED

Peace officers must know the nuances of the written law to correctly interpret the law.

LEARNING OBJECTIVES

- A. Differentiate between the *letter of the law* and the *spirit of the law*
1. Letter of the law is strict application, literal meaning of the statute
  2. Spirit of the law is applied with the intent of the statute, promoting fairness and justice.
- B. Differentiate between criminal and civil law
1. Criminal- violations of criminal statutes, prosecution
  2. Civil – non-criminal violations, private wrongs committed against a person, breach of contract, monetary penalties.

III. LEARNING NEED

To enforce the law, peace officers must know what constitutes a crime and the information required to identify that a crime has occurred.

LEARNING OBJECTIVES

- A. Recall the statutory definition of a crime

1. Act committed or
  2. Omitted in violation of the law
  3. Forbidding or commanding it
- B. Identify the basic elements common to all crimes
1. Commission of a prohibited act
  2. Omission of a required act
  3. Presence of a designated state of mind (intent)
- C. Identify the basic elements required of an attempt to commit a crime
1. Intent to commit that crime and
  2. Direct, but ineffectual, act done toward its commission
- D. Discuss general, specific and transferred intent crimes
1. General intent- is presumed and does not have to be proven
  2. Specific intent- element of the offense must be proven
  3. Transferred intent- when an unlawful act acts a person other than, or in addition to, the person it was intended to affect
- E. Differentiate between criminal intent and criminal negligence
1. Negligence is the failure to exercise ordinary care
  2. In certain crimes criminal negligence meets the requirements of criminal negligence.

#### IV. LEARNING NEED

To arrest a subject, peace officers must determine what type of crime has been committed, who was involved in the commission of the crime, and who cannot be criminally liable.

#### LEARNING OBJECTIVES

- A. Identify three classes of crime:
1. Felony
    - a. State Prison
    - b. Death
    - c. Removal from office
  2. Misdemeanor
    - a. County jail
  3. Infraction
    - a. Public offenses
    - b. Fine
    - c. No jury trial
- B. Differentiate among the three parties to a crime, to include:
1. Principals
    - a. Directly committed the offense
    - b. Aided and abetted in the commission of the offense
    - c. Advised and encouraged the commission of the offense
  2. Accessories
    - a. Has knowledge that the principal has committed, has been charged with, or has been convicted of committing a felony



- b. Harbors, conceals, or aids a principal in the felony
    - c. Has the intention of assisting the principal to avoid or escape arrest, trial, conviction, or punishment
  - 3. Accomplices
    - a. A principal to a crime becomes an accomplice when
    - b. They testify for the prosecution against another principal
- C. Identify people legally incapable of committing a crime
  - 1. Children under 14,
  - 2. Mentally incapacitated
  - 3. Persons who committed the act or omission:
    - a. Under ignorance or mistake of fact
    - b. Without being conscious of the act
    - c. Through misfortune or accident
    - d. Under threat or menace

V. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 1.
- B. The POST-Constructed Comprehensive RBC Test 2.
- C. The POST-Constructed Comprehensive RBC Test 3.

Description	Hours
POST Minimum Required Hours	<u>4</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>4</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 6**  
PROPERTY CRIMES

Effective date of outline: **JULY 1, 2018**

I. LEARNING NEED

Arrest depends on the development of probable cause. Successful prosecution depends on the collection of admissible evidence. Peace officers need to know the elements required to arrest for crimes related to theft, and to correctly classify these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Theft
  - a. Taking and carrying away
  - b. Personal property of another without consent
  - c. With intent to permanently deprive the owner
2. Vehicle theft
  - a. Driving or taking of a vehicle
  - b. Not the persons own
  - c. Without consent
  - d. With intent to temporarily or permanently deprive the owner of possession or title
3. Defrauding an innkeeper
  - a. Obtaining of food, services, or accommodations
  - b. At a designated facility
  - c. With intent to defraud proprietor or manger
4. Burglary
  - a. Entry into a building or specified structure
  - b. With the intent to commit
  - c. Theft or any felony
5. Shoplifting
  - a. The entry to a commercial establishment
  - b. With the intent to commit larceny
  - c. During regular business hours
  - d. the value of the property to be taken or intended to be does not exceed \$950.00
6. Possession of burglary tools
  - a. Possession of certain tools or knowingly making, altering, or attempting to make a key or other instrument to fit or open a lock without legal request
  - b. With the intent to break or enter into any specified structure
  - c. For the purpose of committing any misdemeanor or felony
7. Possession of or receiving personal property with altered serial numbers or identification marks
  - a. Knowingly buys, sells, receives, disposes of, conceals, or has in possession
  - b. Any personal property
  - c. From which the manufacturer serial number or any other distinguishing number or identification mark has been removed, defaced, covered, altered, or destroyed.

8. Receiving stolen property
    - a. Possession must be coupled with circumstances that show the person knew or
    - b. Should have known that the property was stolen or obtained by extortion
  9. Forgery
    - a. Intent to defraud, make, utter, publish, pass, or attempt to pass
    - b. An altered, forged or counterfeit document or seal
    - c. Signs an unauthorized or fictitious name
- B. Recognize the crime classification as a misdemeanor or felony
1. After elements of the crime are met the crime should be found in the penal code for the appropriate charge or misdemeanor of felony
- C. Describe appropriate peace officer actions when taking a report of burglary or other similar property crimes
1. Identify victims/witnesses
  2. Identify and apprehend suspects
  3. Preserve evidence
- D. Describe information that should be obtained when interviewing the victim(s) of or witness(es) to a burglary
1. Suspect description
  2. Serial numbers/owner applied numbers
  3. Description of loss/Value

## II. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to arson, and to correctly classify these crimes as misdemeanors or felonies.

### LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
1. Arson
    - a. Willful and maliciously
    - b. Sets fire to or burns or causes to be burned or
    - c. Aids counsels, or procures the burning of
    - d. Any structure, forest land, or property
  2. Unlawfully causing a fire
    - a. Any person who recklessly sets fire to or burns or causes to be burned
    - b. Any structure, forest land or property
  3. Possession of a flammable or combustible material
    - a. Possession or manufacture or disposal of a flammable or combustible material or substance, or any incendiary device in an arrangement or preparation
    - b. With the intent to willfully and maliciously use such material, substance or device
    - c. To set fire to burn any structure, forest land or property
- B. Recognize the crime classification as a misdemeanor or felony
1. The crimes of arson and unlawfully causing a fire are felonies

### III. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to trespassing, and to correctly classify these crimes as misdemeanors.

#### LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
  - 1. Unauthorized entry of property
    - a. Any person, other than a public officer or employee acting within the scope of employment
    - b. Who enters or remains
    - c. In a non-commercial dwelling, house, apartment or other such place
    - d. Without consent of the owner, owner's agent or person in lawful possession
  - 2. Trespass
    - a. Any person who enters and occupies
    - b. Real property or structures of any kind
    - c. Without consent of the owner, the owners agent or the person in lawful possession, or
    - d. refusing to leave upon request
- B. Recognize the crime classification as a misdemeanor
  - 1. The crime of entering and occupying real property is a misdemeanor
  - 2. The crime of trespass to land is a misdemeanor

### IV. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to other types of property crimes, and to correctly classify these crimes as misdemeanors or felonies.

#### LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for vandalism
  - 1. Malicious intent
  - 2. To deface, damage or destroy with graffiti or other inscribed material
  - 3. Personal or real property
  - 4. Not their own
- B. Recognize what constitutes unlawful conduct in a landlord/tenant dispute
  - 1. Landlord is required to respect the privacy of the tenant and not enter the property unless the tenant has given permission or
  - 2. There is an emergency, ( e.g. broken water pipe), that requires immediate attention to prevent further damage to the property
  - 3. Once legally evicted the tenant cannot reenter the premises without permission from the landlord
- C. Recognize what constitutes a lawful repossession
  - 1. Repossessor must have a lawful right to take back property

2. Repossessor must have dominion and control of the property
3. Buyer can object until the reposessor has control

D. Recognize the crime classification as a misdemeanor or felony

1. Depending on the cost of the damage
2. Misdemeanor is damage of \$400.00 or less
3. Felony is damage of \$400.00 or more
4. Two prior convictions for vandalism and has served jail time for one, equals a felony

V. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 2.
- B. The POST-Constructed Comprehensive RBC Test 3.

VI. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity regarding the actions which should be taken during a preliminary investigation of a property crime which includes the specific elements of burglary and grand theft. The discussion shall address:
  1. Initial actions
  2. Sources of information
  3. Establishing whether or not a crime has occurred
  4. Physical evidence considerations
  5. Identification marks
  6. Vehicle identification number (VIN) locations

Description	Hours
POST Minimum Required Hours	<u>6</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>0</u>
Total Instructional Hours	<u>6</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 7**  
CRIMES AGAINST PERSONS/DEATH INVESTIGATION

**Effective date of outline: JULY 1, 2018**

**I. LEARNING NEED**

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to injury, and to correctly categorize these crimes as misdemeanors or felonies.

**LEARNING OBJECTIVES**

**A. Recognize the crime elements required to arrest for:**

1. Battery
  - a. Willful and unlawful
  - b. Use of force or violence
  - c. On the person of another
2. Assault with a deadly weapon or by means of force
  - a. Unlawful attempt and the present ability
  - b. To commit a violent injury upon the person of another
  - c. By use of a deadly weapon or force likely to produce great bodily injury
3. Elder or dependent adult abuse
  - a. Willfully causes or permits an elder or dependent adult to suffer or inflicts unjustifiable pain or mental suffering
  - b. Willfully causes or permits the elder or dependent adult to be injured or endangered
  - c. Violates any provision of law proscribing theft or embezzlement to the property of that elder or dependent adult

**B. Recognize the crime classification as a misdemeanor or felony**

1. Battery is a misdemeanor, unless serious injury occurs then it is a felony
2. Assault with a deadly weapon is a felony
3. Elder abuse causing great bodily injury is a felony
4. Elder abuse with theft over \$400.00 is felony, theft less than \$400.00 is misdemeanor

**II. LEARNING NEED**

Arrest and successful prosecution depend on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to kidnapping, and to correctly categorize these crimes as misdemeanors or felonies.

**LEARNING OBJECTIVES**

**A. Recognize the crime elements required to arrest for:**

1. Kidnapping
  - a. Unlawful taking of a person
  - b. Against his or her will

- c. By force or fear
    - d. From one place to another
  - 2. False imprisonment
    - a. Unlawful violation
    - b. Of the personal liberty
    - c. Of another
  - 3. Child abduction without custodial right
    - a. Every person not having the right of custody, who
    - b. Maliciously takes, entices away, keeps, withholds, or conceals
    - c. Any minor child, with the intent to detain or conceal
    - d. From the person having lawful custody
  - 4. Child abduction with custodial right
    - a. Every person who entices away, keeps, withholds, or conceals
    - b. With intent to deprive
    - c. The other person of his or her right to custody or visitation
- B. Recognize the crime classification as a misdemeanor or felony
  - 1. Kidnapping is a felony
  - 2. False imprisonment is a misdemeanor
  - 3. Child abduction without custodial right is a felony
  - 4. Child abduction with custodial right is a felony

### III. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers need to know the elements required to arrest for robbery, and to correctly categorize these crimes as misdemeanors or felonies.

#### LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
  - 1. Robbery
    - a. Taking the personal property of another
    - b. From the person or immediate presence
    - c. Against the person's will
    - d. Accomplished by force or fear
  - 2. Carjacking
    - a. Taking a motor vehicle
    - b. From the person or immediate presence
    - c. Of a possessor by the means of force or fear
    - d. With the intent to either permanently or temporarily deprive the possessor or the passenger
- B. Recognize the crime classification as a felony
  - 1. Robbery is a felony
  - 2. Carjacking is a felony

#### IV. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to homicide, and to correctly categorize these crimes as misdemeanors or felonies.

##### LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for murder
  - 1. Unlawful killing of a human being or fetus
  - 2. With malice aforethought
- B. Recognize the crime elements, and classification for manslaughter crimes
  - 1. Unlawful killing of a human being or fetus
  - 2. Upon the sudden quarrel or heat of passion
  - 3. Without malice aforethought

#### V. LEARNING NEED

Peace officers who are first to arrive at a scene involving a death must be aware of their responsibilities to assess the situation, and take an appropriate course of action based on their preliminary investigation.

##### LEARNING OBJECTIVES

- A. Identify information that should be obtained and documented when conducting an investigation involving the death of a child
  - 1. Identification of all parties
  - 2. Documentation of physical scene
  - 3. Victim history
- B. Identify indicators that a child's death may be due to Sudden Infant Death Syndrome (SIDS)
  - 1. Under age one
  - 2. Appeared to have been healthy prior to the death
  - 3. Died during a period of sleep
  - 4. Had no visible signs of trauma or injury at the time of death
- C. Identify appropriate actions for responding officers interacting with parents or care givers involved in a SIDS Incident
  - 1. Have empathy
  - 2. Reassure parents and care givers
  - 3. Give referrals

#### VI. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 2.
- B. The POST-Constructed Comprehensive RBC Test 3.



H. A scenario test, which requires the student to perform the tasks, required of an officer conducting a death investigation. The scenario shall minimally test the student's ability to:

1. Leadership – The practice of influencing people, while using ethical values and goals to produce an intended change
2. Problem Solving/Decision-Making – Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation
3. Legal Authority/Individual Rights – The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests
4. Officer Safety – The demonstration of situational and tactical awareness and appropriate response
5. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding
6. Stress Tolerance and Emotional Regulation – Maintaining self-control and making timely, rational decisions in stressful situations

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

## VII. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a learning activity regarding the actions which should be taken during a preliminary investigation of any crimes against persons, which includes a felonious assault on a victim(s). The activity shall address:

1. Initial actions
2. Sources of information
3. Establishing the elements of the crime
4. Physical evidence considerations

B. The student will participate in a learning activity that identifies actions to be taken during a preliminary investigation of a SIDS death. The learning activity addresses:

1. Initial actions
2. Sources of information
3. Indications that a SIDS death has occurred
4. Identification of information and community resources that may assist parents and/or child care workers involved in the investigation
5. Explanation of SIDS facts and required investigative tasks to parents and/or child care workers involved in the investigation
6. Physical evidence considerations

- C. The student will participate in a learning activity to identify the types of information and community resources that may assist SIDS survivors. At a minimum, the activity must require the student to explain:
1. SIDS facts to involved parties, as appropriate
  2. Required investigative tasks and need for a complete investigation
  3. Availability of local and regional SIDS survivor support groups
  4. How to make a referral to the county public health nurse
  5. Which State agencies are responsible for SIDS education, SIDS survivor counseling and support
  6. How to notify county coroner's office/medical examiner's office
- D. The student will participate in a facilitated learning activity identifying actions to be taken during a death investigation. The learning activity must address:
1. Initial actions
  2. Sources of information
  3. Establishing the elements of the crime
  4. Physical evidence considerations

Description	Hours
POST Minimum Required Hours	<u>6</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>2</u>
Total Instructional Hours	<u>8</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 8**  
GENERAL CRIMINAL STATUTES

Effective date of outline: **JULY 1, 2018**

I. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to disorderly conduct, and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Lewd conduct
  - a. Person who solicits or engages
  - b. In lewd conduct in a public place
  - c. Or in a place open to public view
2. Invasion of privacy
  - a. Looking through
  - b. A hole or opening or otherwise viewed by means of any instrumentality into a private area
  - c. With the intent to invade the privacy of people therein
3. Prostitution
  - a. Person who solicits agrees to engage in,
  - b. Engages in any act of prostitution
  - c. Act is agreed to and done in furtherance of prostitution
4. Loitering about a public toilet
  - a. Loitering in or about any toilet facility
  - b. Open to the public for the purpose of
  - c. Soliciting and engaging in a lewd and lascivious act
5. Public intoxication
  - a. Any person in a public place
  - b. Under the influence of alcohol or drugs
  - c. Unable to care for their safety or the safety of others

B. Recognize the crime classifications as a misdemeanor or felony

1. The various codes mentioned above are all classified as misdemeanors

II. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to public nuisance, and to correctly categorize these crimes as misdemeanors.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Disturbing the peace

- a. Unlawfully fighting or challenging to fight in a public place
- b. Willfully or maliciously disturbing another
- c. Using offensive words in public that are likely to provoke immediate and violent reaction
- 2. Obstruction of a public way
  - a. Person who willfully and maliciously
  - b. Obstructs the free movement of any person
  - c. On a public way
- 3. Prowling and peeping
  - a. Prowling
    - i. Any person who loiters, prowls, or wanders
    - ii. On private property of another, at any time
    - iii. Without visible or lawful business with the owner or occupant
  - b. Peeping
    - i. Loitering, prowling, or wandering
    - ii. On the private property of another, at any time
    - iii. Peeking in the door or window of any inhabited building or structure
    - iv. Without visible or lawful business with the owner or occupant

B. Recognize the crime classification as a misdemeanor

- 1. The various codes mentioned above are all classified as misdemeanors

III. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 2.
- B. The POST-Constructed Comprehensive RBC Test 3.

Description	Hours
POST Minimum Required Hours	<u>2</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>0</u>
Total Instructional Hours	<u>2</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 9**  
CRIMES AGAINST CHILDREN

Effective date of outline: **JULY 1, 2018**

I. LEARNING NEED

To effectively carry out their responsibilities for the protection of children as some of the most vulnerable members of society, peace officers need knowledge of the crimes that may be committed against children. The ability to arrest and successfully prosecute depends on the development of probable cause. Peace officers must know the elements required to prove these crimes and to correctly categorize them as misdemeanors or felonies.

LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
1. Child harm, injury, or endangerment
    - a. Any person
    - b. Willfully causing or permitting any child to suffer, or
    - c. Inflicting unjustifiable physical pain or mental suffering, or
    - d. Having the care or custody of any child, and
    - e. Willfully causing or permitting that child to be placed in a situation that his or her person is endangered
  2. Physical abuse of a child
    - a. Any person who willfully inflicts upon any child
    - b. Any cruel or inhuman, corporal punishment or an injury
    - c. Resulting in a traumatic condition
  3. Lewd or lascivious acts with a child
    - a. Any person willfully committing any lewd or lascivious act
    - b. Upon or with the body of a child, with
    - c. The intent of arousing, appealing to, or gratifying one's sexual desires or those of the child, when
    - d. The child is under 14 years old, or
    - e. The child is 14 or 15 and the suspect is 10 or more years older than the victim
  4. Annoying or molesting children
    - a. Any person
    - b. Annoying or molesting
    - c. Any child under the age of 18
    - d. General intent crime
  5. Possession of child pornography
    - a. Knowingly possessing or controlling
    - b. Any matter depicting a child under the age of 18 years
    - c. Engaging in or simulating sexual conduct
  6. Unlawful sexual intercourse
    - a. Sexual intercourse
    - b. With a minor under the age of 18
    - c. Who is not the spouse of the perpetrator

- B. Recognize the crime classification as a misdemeanor or felony
  - 1. Child harm, injury, or endangerment
    - a. Circumstances likely to produce great bodily injury- Felony
    - b. Circumstances other than those likely to cause great bodily injury are a misdemeanor
  - 2. Physical abuse of a child is a felony
  - 3. Lewd or lascivious acts with a child is a felony
  - 4. Possession of child pornography is a misdemeanor
  - 5. Unlawful sexual intercourse
    - a. Age difference less than 3 years misdemeanor
    - b. Age difference greater than 3 years felony

## II. LEARNING NEED

The California Penal Code mandates that certain professional occupations follow specific requirements for reporting suspected child abuse cases to the proper authority. Failure to do so is a crime.

### LEARNING OBJECTIVES

- A. Identify by category the professional occupations required to report suspected child abuse
  - 1. Child care custodians, (teachers and peace officers)
  - 2. Health care practitioners
  - 3. Employees of child protection agencies
  - 4. Child visitation monitors
  - 5. Firefighters
  - 6. Clergy
  - 7. Animal control officers
  - 8. Humane society officers
  - 9. Commercial film processors
- B. Recognize the specific law enforcement reporting requirements
  - 1. Must contact a child protective agency immediately, or as soon as possible, via telephone to report known or suspected child abuse
  - 2. A written report must be prepared within 36 hours of the initial contact
  - 3. County probation or welfare agencies must report incidents of suspected child abuse to the:
    - a. Child protective agency having jurisdiction over the case
    - b. And/or the district attorney's office
- C. Recognize the required documentation when investigating crimes against children
  - 1. A written report must be prepared within 36 hours of the initial contact
- D. Recognize a peace officer's responsibility for maintaining the confidentiality of the reporting party
  - 1. Is a misdemeanor to identify the identity of the reporter and/or the report itself
  - 2. Punishable up to six months in jail
  - 3. A fine of five hundred dollars
  - 4. Or both a jail term and a fine

### III. LEARNING NEED

Peace officers have the authority to make a warrantless entry into a home whenever they reasonably believe a minor is in immediate danger of being physically abused, neglected or sexually exploited.

#### LEARNING OBJECTIVES

- A. Recognize the legal basis for entry without a warrant to protect a minor
  - 1. The officer reasonably believes the minor is presently endangered
- B. Recognize the exigent circumstances that could lead an officer to reasonably believe that there is an immediate threat to a minor
  - 1. Reliable report of an infant left unattended in an apartment. An officer hears crying from inside and response at the door.
  - 2. Officer hears child screaming, “Stop”, while walking by an apartment. The officer believed an adult was viciously hitting the child and could enter without a warrant

### IV. LEARNING NEED

Ensuring the safety of a child victim is a peace officer’s primary responsibility when responding to a case of suspected child abuse. To do this effectively, officers must be able to recognize indicators of abuse, conduct a preliminary investigation into abuse, and take the appropriate action.

#### LEARNING OBJECTIVES

- A. Recall the statutory definition of child abuse
  - 1. Physical injury inflicted by other than accidental means
  - 2. On a child
  - 3. By another person
- B. Discuss physical and behavioral indicators of:
  - 1. Physical child abuse
    - a. Easily frightened or fearful of adults
    - b. Weary of adults
    - c. Fear of going home
    - d. Frequently absent from school
  - 2. Physical neglect of a child
    - a. Unexplained injuries
    - b. Unexplained burns
    - c. Unexplained fractures
  - 3. Mental Suffering
    - a. Poor self esteem
    - b. Antisocial behavior
    - c. Depression
  - 4. Sexual child abuse
    - a. Age inappropriate understanding of sexual behavior
    - b. Inappropriate, unusual, or aggressive sexual behavior
    - c. Excessive curiosity about sexual matters

- C. Demonstrate effective officer actions for conducting an interview with a child victim of abuse
  - 1. Control the interview conditions and environment
  - 2. Build rapport
  - 3. Use appropriate communication techniques
  - 4. Gather information
  - 5. Conclude the interview

V. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 2.
- B. The POST-Constructed Comprehensive RBC Test 3.

VI. REQUIRED LEARNING ACTIVITIES

- A. The student shall participate in a learning activity involving the preliminary investigation of either child abuse, child neglect, or child sexual exploitation. At a minimum, the activity must address the student’s ability to conduct an investigation to include:
  - 1. Establishing elements of the crime
  - 2. Protecting the child’s safety
  - 3. Identifying the suspect
  - 4. Locating witnesses
  - 5. Recovering physical evidence, photographs and statements
  - 6. Demonstrating a knowledge of child abuse reporting procedures
  - 7. Demonstrating a knowledge of the contents in a child abuse report
  - 8. Effectively interviewing a child who may have been a victim of child abuse or sexual assault to include:
    - a. Gaining the child’s confidence
    - b. Remaining neutral in the interview
    - c. Speaking to the child in a level the child understands
  - 9. Taking the child into protective custody if at risk of serious physical harm

Description	Hours
POST Minimum Required Hours	<u>4</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>4</u>



EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 10**  
SEX CRIMES

Effective date of outline: **JULY 1, 2018**

I. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for sex crimes, and to correctly categorize these crimes as misdemeanors and felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Rape
  - a. Penile/vaginal intercourse which is committed
  - b. With a person, not the spouse of the perpetrator, and
  - c. Without consent of the person
2. Assault with intent to commit rape and other crimes specified in Penal Code Section 220
  - a. Assault with the specific intent
  - b. To commit mayhem, rape, sodomy, oral copulation, rape in concert,
  - c. Lewd acts with a child, or penetration with a foreign object
3. Indecent exposure
  - a. Every person who willfully and lewdly,
  - b. Expose their private parts
  - c. Where there are others present to be offended
4. Oral copulation
  - a. Act of copulating the mouth of one person
  - b. With the sex organ or anus of another person
  - c. With consent of the victim
5. Penetration with a foreign object
  - a. Foreign object used for purposes of sexual arousal, gratification,
  - b. Penetrate, however slight the genital or anal openings,
  - c. Against the persons will
6. Sodomy
  - a. Sexual conduct consisting of contact between
  - b. The penis of one person and
  - c. The anus of another person
7. Sexual battery
  - a. Victims intimate part is touched
  - b. Without the consent of the victim with the
  - c. Specific intent to achieve sexual arousal, abuse, or gratification

B. Recognize the crime classification as a misdemeanor or felony

1. Rape is a felony
2. Assault with intent to commit rape and other crimes specified in Penal Section 220 is a felony

3. Indecent exposure is a wobbler
4. Oral copulation is a felony
5. Penetration with a foreign object is a felony
6. Sodomy is a felony
7. Sexual battery is a wobbler

## II. LEARNING NEED

The manner in which peace officers interact with the victim of a sex crime may influence the quality of information the victim is willing to provide. A positive contact will affect the victim beneficially; a negative contact will adversely impact the victim.

### LEARNING OBJECTIVES

- A. Give examples of assessing a victim's physical state in order to make them as comfortable as possible, and secure the necessary medical attention
  1. Victim's need assessment
  2. Ask victim about medical needs
  3. Medical/legal exam
- B. Describe common emotional and physical reactions victims experience and the pressures associated with reporting a sex crime
  1. Fear, shame, embarrassment, guilt, depression, shock, anger
  2. Feeling of being dirty, self-blame
  3. Acting out, denial, delayed reporting
- C. Describe a peace officer's own emotional and attitudinal reactions to sex crimes
  1. Maintain objectivity
  2. Empathy
  3. Professionalism

## III. LEARNING NEED

To complete a thorough investigation, peace officers must be sensitive to the fact that sexual assaults pose unique problems because of the emotional state of the victim, and the complexity of the investigative procedures.

### LEARNING OBJECTIVES

- A. Discuss factors that set a positive tone for the victim interview
  1. Establish rapport, explain the process
  2. Reassure the victim, state you are there to help
  3. Ensure privacy, attempt to make victim comfortable
- B. Select questions to be asked during the victim interview
  1. Can you identify the person
  2. Was there a past relationship
  3. Can you describe the person

4. Did they ejaculate
5. Did they have an erection
6. Did they wear a condom, if so where was it disposed
7. What did the person say to you
8. Were there any threats made
9. Were there any tools, weapons, or other objects

C. Identify the purpose of a medical/legal exam

1. Determine physical signs of injuries, evidence, recent sexual activity
2. Document location and types of injuries
3. Determine if finds are consistent with time frame, victims history

D. Explain victim's rights

1. Crisis centers, victim assistance programs
2. Explain name will become public record, unless victim requests confidentiality per, PC 293(a)

E. Discuss the types of evidence to be collected from the crime scene, victim and suspect

1. Discarded items or articles, condoms or packaging
2. Binding or other restraints materials (do not untie knots)
3. Fingerprints, hair, debris,
4. Contraceptives, lubricants
5. Bedding, clothing, towels
6. Blood samples for typing
7. Blood samples for alcohol testing and drug screening
8. Fingernail scrapings
9. Scalp hair, pubic hair standard samples
10. Salvia samples
11. Items known to have been taken by the person

F. Describe the services available to sexual assault victims

1. Crisis centers
2. State victim assistance centers

#### IV. LEARNING NEED

Penal Code Section 290 is intended to allow law enforcement agencies to track the whereabouts of known sex offenders.

#### LEARNING OBJECTIVES

A. Identify the requirements for sex offender registration under Penal Code Section 290

1. Every person convicted of indecent exposure, incest,
2. Sexual battery
3. Kidnapping with the intent to commit sexual assault
4. Rape, Rape in concert
5. Oral copulation

6. Penetration with a foreign object
7. Lewd acts upon a child
8. Spousal rape
9. Sodomy
10. Child pornography
11. Child molestation

B. Recognize violations of Penal Code Section 290

1. Can be classified as a felony or misdemeanor
2. Depending upon the prior record of the offender

V. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 2.
- B. The POST-Constructed Comprehensive RBC Test 3.

VI. REQUIRED LEARNING ACTIVITIES

- A. A learning activity, which requires the student to perform the tasks while conducting a preliminary investigation of a sexual assault. At a minimum, the learning activity must address the student's ability to:
  1. Apply laws related to sex crimes
  2. Maintain an objective attitude toward the investigation of sex crimes
  3. Understand the behavioral, emotional or physical reaction of the sex crime victim
  4. Prioritize and perform investigative tasks
  5. Conduct a comprehensive interview with the victim
  6. Interrogate the suspect and obtain a confession
  7. Collect evidence from the suspect

Description	Hours
POST Minimum Required Hours	<u>4</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>2</u>
Total Instructional Hours	<u>6</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 11**  
JUVENILE LAW AND PROCEDURE

**Effective date of outline: JULY 1, 2018**

I. LEARNING NEED

Peace officers must recognize their roles and responsibilities regarding the protection of rights of juveniles under California law.

LEARNING OBJECTIVES

- A. Recognize a peace officer's responsibility for the safety of a juvenile and the general public
  - 1. Protection
  - 2. Guidance
  - 3. Rehabilitation
- B. Recognize the conditions when admonishment of a juvenile's rights is or is not required
  - 1. As soon as practical, when they have been taken into custody
  - 2. Not required under certain circumstances, i.e. abuse, immediate risk of harm
  - 3. Lack of supervision, hospitalized, found in public suffering
- C. Recognize the conditions when a peace officer must obtain a waiver of a juvenile's rights
  - 1. Before interrogation

II. LEARNING NEED

Peace officers must realize when there is an absence of appropriate parental care and control; the state becomes the parent and is responsible for balancing the needs of the juvenile with the protection and safety of the public.

LEARNING OBJECTIVES

- A. Recognize the sources of peace officer authority to take a juvenile into temporary custody
  - 1. Welfare and institutions code 305
  - 2. Welfare and institutions code 625
  - 3. Education code 48264
- B. Recognize the options available to a peace officer for the disposition of a juvenile case
  - 1. Releasing the minor, to parent or guardian
  - 2. Take to school, youth service, community center
  - 3. Cite and release to responsible adult
  - 4. Take to juvenile hall
- C. Recognize the conditions under which a juvenile may become a dependent of the court

1. Suffering physical or emotional harm
  2. Sexual abuse while under the care
  3. Of a parent, guardian, or responsible adult
- D. Recognize the situations in which a juvenile can be taken into temporary custody due to habitual disobedience or truancy
1. Minor refuses to obey reasonable and proper orders,
  2. Of the parent or guardian
  3. Habitually truant from school
- E. Recognize the situations in which a juvenile can be taken into temporary custody for violating a law or ordinance
1. When any law violation is committed
  2. Including misdemeanors committed not
  3. In the presence of the officer

### III. LEARNING NEED

Peace officers must recognize that *Welfare and Institutions Code Sections 206, 207, 207.1 and 208* provide the basis for regulations established for the confinement of juveniles in adult detention facilities.

#### LEARNING OBJECTIVES

- A. Recognize the guidelines requiring the separation and segregation of dependent minors, status offenders and wards within a facility
1. Solely on grounds they are dependents of the court
  2. Status offenders
  3. Wards of the court
- B. Recognize the appropriate level of confinement for the purposes of temporary custody
1. 14 years and older can be placed in secure confinement
  2. Only when the pose a serious security risk of harm
  3. And they have violated law
- C. Recognize the requirements for preventing all contact between juveniles and adult prisoners within a facility
1. A minor should not be allowed to come into contact with an adult prisoner

### IV. LEARNING NEED

Any person who commits an act or fails to perform a duty which then causes a juvenile to become a dependent or ward of the court, or to commit a crime, can be said to be guilty of contributing to the delinquency of a minor.

#### LEARNING OBJECTIVES

- A. Recognize the crime elements of contributing to the delinquency of a minor

1. Commuting any act, or omitting the performance of duty
2. Which causes or tends to encourage a minor
3. To come under the provisions of W&I 300,601, or 602

B. Recognize the crime classification as a misdemeanor or felony

1. Contributing the delinquency of a minor is classified as a misdemeanor
2. Punishment can include jail, fine, probation
3. Statute of limitation for this crime is one year

V. REQUIRED TESTS

- A. The POST- Constructed Comprehensive RBC Test 3.

Description	Hours
POST Minimum Required Hours	<u>3</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>1</u>
Total Instructional Hours	<u>4</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 12**  
CONTROLLED SUBSTANCES

Effective date of outline: **JULY 1, 2018**

I. LEARNING NEED

Peace officers need to know how drugs can affect normal behavior. This information assists the officer in determining which controlled substance is influencing a person's conduct.

LEARNING OBJECTIVES

- A. Discuss the impact of drugs on the body
  - 1. Discuss the impact of drugs on the body
  - 2. Upsets the body's dynamic chemical balance
  - 3. Body then alters its own supply of natural chemicals
  - 4. To accommodate the outside drug now in the system

II. LEARNING NEED

To develop probable cause for possession of controlled substances, peace officers must be able to recognize what category of drug the person possesses.

LEARNING OBJECTIVES

- A. Recognize the category, common name(s), symptoms, physical properties and packaging of the following controlled substances:
  - 1. Stimulants
    - a. Powder or crystal, various colored pills,
    - b. Cocaine base (rock) or cocaine powder
    - c. Meth, crank, crack, etc.
  - 2. Hallucinogens
    - a. Liquid and organic in form
    - b. Organic form of fresh or dried cap, stems buttons, seeds
    - c. LSD, mushrooms
  - 3. Narcotic Analgesics
    - a. Heroin and opiates
    - b. Appearance varies
    - c. Tar, Mexican brown
  - 4. Cannabis
    - a. Marijuana is the dried leaves of the cannabis plant
    - b. Hashish and hash oil are products of the plant
    - c. Weed, ganja, chronic
  - 5. Depressants
    - a. Capsules, tablets, liquids, or pills
    - b. Packaged in baggies, bottles, or vials
    - c. Most commonly abused is alcohol



6. Inhalants
  - a. Solvents (e.g. gasoline, paint thinner, glue)
  - b. Aerosols (e.g. spray paint)
  - c. Anesthetic gases (e.g. ether, chloroform)
7. Dissociative Anesthetics (Phencyclidine)
  - a. Liquid- clear or yellow colored
  - b. Crystal- off white to yellowish tan
  - c. Tablet- pale yellow or pink

B. Recognize how the following substances are introduced into the body and general indicators of use:

1. Stimulants
  - a. Snorted
  - b. Injected
  - c. Smoked or eaten
2. Hallucinogens
  - a. Swallowed
  - b. Smoked
  - c. Eaten or licked
3. Narcotic Analgesics
  - a. Injection
  - b. Snorted
  - c. Smoked or eaten
4. Cannabis
  - a. Smoked
  - b. Eaten
5. Depressants
  - a. Orally
  - b. Injected or snorted
  - c. Absorption as suppositories
6. Inhalants
  - a. Inhaled by various methods including
  - b. Spraying into a bag, on a cloth, into nose
  - c. Filling a balloon and inhaling
7. Dissociative Anesthetics (Phencyclidine)
  - a. Smoked
  - b. Injected or snorted
  - c. Eaten or absorbed transdermal

### III. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for violations of controlled substances statutes, and to categorize these crimes as misdemeanors or felonies.

#### LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Possession of drug paraphernalia
  - a. Signs and symptoms
  - b. Pipes, needles, spools
  - c. Eye droppers, lighters, spoons
2. Being under the influence of a controlled substance
  - a. Knowledge of its presence
  - b. Control or willfully takes into the body
  - c. Specific intent to ingest a controlled substance
3. Possession of a controlled substance
  - a. Actual control
  - b. Constructive possession
  - c. Usable amount
4. Possession of a controlled substance for sale
  - a. Actual control or constructive possession
  - b. Specific intent, to sell and
  - c. Quantity for sale
5. Transporting/selling/furnishing, etc. of a controlled substance
  - a. Actual control or constructive possession
  - b. Specific intent to transport, sell, furnish, or offer
  - c. Any amount (i.e. usable quantity)
6. Manufacturing a controlled substance
  - a. Has knowledge of its presence
  - b. Engaged, either directly or indirectly, manufacturing, conversion
  - c. Production or preparation of a controlled substance
7. Possession of precursor chemicals for manufacturing
  - a. Knowledge of their presence
  - b. Possesses specified precursor chemicals with
  - c. Intent to manufacture controlled substance

B. Recognize the crime elements to arrest for:

1. Possession of marijuana/concentrated cannabis
2. Smoking/ingesting marijuana/concentrated cannabis in public
3. Cultivating or harvesting marijuana
4. Possession of marijuana/concentrated cannabis for sale
5. Transporting/selling/furnishing, etc. of marijuana/concentrated cannabis

C. Recognize the crime classification as an infraction, misdemeanor, or felony

#### IV. LEARNING NEED

Peace officers need to recognize the existence of an illegal manufacturing and or cultivating site for controlled substances based on observations upon discovery, and take the appropriate actions. They need to know how to protect themselves and the public from the potential problems associated with a clandestine laboratory/illegal marijuana cultivation.

#### LEARNING OBJECTIVES

A. Identify the characteristics of a clandestine laboratory/illegal marijuana cultivation

1. Chemical odor
2. Chemicals present
3. Responding to a fire or explosion

B. Identify types of clandestine laboratories/illegal marijuana cultivation

1. Operational
2. Non-operational
3. Boxed labs

C. Identify the required safety precautions when securing a clandestine laboratory/illegal marijuana cultivation

1. Secure the scene and do not enter
2. If you inadvertently enter DO NOT TOUCH ANYTHING
3. Immediately withdraw and make notification

V. REQUIRED TESTS

A. The POST- Constructed Comprehensive RBC Test 3.

Description	Hours
POST Minimum Required Hours	<u>12</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>12</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 13**  
ABC LAW

Effective date of outline: **JULY 1, 2018**

I. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for violations of ABC law, and to categorize these crimes as infractions, misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest, for the following crimes:

1. Sales without a license
  - a. Any person who exercises the privileges or performs
  - b. Any act which only a licensee may exercise
  - c. Or performs under the authority of a license without permission
2. Unauthorized alcohol on premises
  - a. Person or licensee who
  - b. Possess on any licensed premise
  - c. Any alcoholic beverage not authorized by the license
3. Furnishing alcohol to an obviously intoxicated person
  - a. Any person who sells, furnishes, gives, or
  - b. Causes to be sold, furnished, or given away
  - c. Alcohol to an obviously intoxicated person
4. Sale/consumption during restricted hours
  - a. Any on-or-off licensee, or agent or employee of such license,
  - b. Who sells, gives, or delivers to any person, any alcoholic beverage
  - c. Or any person who knowingly purchases any alcoholic beverage between the hours of 2:00 a.m. and 6:00 a.m. of the same day
5. Sale to, consumption by, purchase by, or attempting to purchase by a minor
  - a. Anyone who sells, furnishes, gives alcohol to any under the age of 21
  - b. Anyone under the age of 21 who purchases alcohol or consumes Alcohol in any on-sale premises
  - c. Anyone under the age of 21 who attempts to purchase alcohol
6. Minor in possession of an alcoholic beverage
  - a. Anyone under 21 who has alcohol in their possession
  - b. On any street, highway, public place
  - c. Any place open to the public
7. Minors consuming /in possession of alcoholic beverages at a social gathering
  - a. Person under 21 consuming alcoholic beverages without supervision by a parent or guardian of one or more of the participants
8. Minor's possession/presentation of a false ID
  - a. Anyone under 21 who presents, offers to any licensee,
  - b. Any written, printed, photocopied evidence or age or identity which is fraudulent, false or not their own

- c. For the purpose of obtaining alcohol
- d. Anyone who has in their possession ant false or fraudulent ID
- 9. Minor inside public premises
  - a. Any licensee under an on-sale license issued for public premises
  - b. Permits anyone under 21 to enter and remain on the premises
  - c. Anyone under 21 who enters and does not leave
- 10. Possession of alcoholic beverages on public school grounds
  - a. Anyone who possesses, consumes, sells, gives, delivers
  - b. Any alcoholic beverage in or on any public school or the grounds
  - c. Enforceable 7 days a week 24 hours a day
- 11. Furnishing false identification to a minor
  - a. Anyone who sells, gives, or furnishes
  - b. To anyone under 21 any false or fraudulent
  - c. Written, printed, or photocopied evidence, of the minor

B. Recognize the crime classifications as an infraction, misdemeanor or felony

- 1. The crimes list above are classified as misdemeanors

## II. LEARNING NEED

The ABC Act provides a method to abate a number of common problem areas within a community. To effectively enforce ABC law, peace officers must be aware of basic ABC investigative techniques.

### LEARNING OBJECTIVES

- A. Identify possible threats to officer safety encountered when investigating ABC violations
  - 1. Alcohol intoxication/drug influence
  - 2. Poor lighting, weapons
  - 3. Overcrowding/confined space
- B. Recognize the methods for determining if a suspected liquid is an alcoholic beverage
  - 1. Appearance and smell, presumption
  - 2. Sealed bottles and containers, opened bottles, admissions
  - 3. Beer tap spigot markers
- C. Recognize appropriate methods for obtaining evidence to establish proof of an ABC violation
  - 1. Retain alcohol for evidence
  - 2. Mark bottles of seized beverages
  - 3. Seal in the presence of the person from whom it was seized
- D. Recognize procedures for establishing the age and identity of a person using legally accepted identification
  - 1. Used legally acceptable identification
  - 2. Issued by a government agency
  - 3. Matching description

E. Identify general information to include in a written report involving a violation of ABC law

1. Premises
2. Buyer
3. Seller

Description	Hours
POST Minimum Required Hours	<u>2</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>0</u>
Total Instructional Hours	<u>2</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 15**  
LAWS OF ARREST

**Effective date of outline: JULY 1, 2018**

**I. LEARNING NEED**

Peace officers must have an understanding of the amendments to the U.S. Constitution, and similar sections of the California Constitution that are related to the authority, liability, and responsibility they have in making arrests.

**LEARNING OBJECTIVES**

- A. Recognize a peace officer's responsibility in relation to the protections and rights included in the following amendments to the U.S. Constitution and related California Constitution sections:
  - 1. Fourth Amendment
    - a. Reasonable suspicion, probable cause
    - b. Search and seizure
    - c. Persons and property
  - 2. Fifth Amendment
    - a. Miranda
    - b. Double jeopardy
    - c. Remain silent
  - 3. Sixth Amendment
    - a. Speedy trial
    - b. Confront witnesses
    - c. Assistance of counsel
  - 4. Fourteenth Amendment
    - a. Due process
    - b. Equal protection
    - c. Equal application
  
- B. Recognize a peace officer's responsibility in relation to the protections included under federal civil rights statutes
  - 1. Personally liable when acting under the color of law
  - 2. Criminally prosecuted
  - 3. Civilly liable

**II. LEARNING NEED**

Peace officers must recognize that a consensual encounter is a face-to-face contact with a person under circumstances which would cause a reasonable person to believe they are free to leave or otherwise not cooperate.

**LEARNING OBJECTIVES**

- A. Recognize appropriate conduct during a consensual encounter
  - 1. Gathering information
  - 2. Interviewing witnesses at scene
  - 3. Conversing casually
- B. Recognize conduct that may elevate a consensual encounter
  - 1. Using emergency lights
  - 2. Issuing commands or orders
  - 3. Tone of voice, vehicle position, searches
- C. Recognize the consequences of elevating a consensual encounter
  - 1. Fourth amendment violations
  - 2. Civil prosecution
  - 3. Criminal prosecution
  - 4. Agency discipline

### III. LEARNING NEED

Peace officers must recognize that a temporary detention is an assertion of authority that is less than an arrest but more substantial than a consensual encounter.

#### LEARNING OBJECTIVES

- A. Differentiate between a detention and a consensual encounter
  - 1. Lawful detention a person is not free to leave
  - 2. Consensual encounter the person must believe that they are free to leave at any time
- B. Recognize reasonable suspicion
  - 1. Observations, personal training, experience
  - 2. Information from witnesses, victims, others
  - 3. Totality of the circumstances
- C. Recognize appropriate peace officer actions during a detention
  - 1. Investigative actions
  - 2. Reasonable under the circumstances
  - 3. Determine persons possible involvement in criminal activity
- D. Recognize the scope and conditions for warrantless searches and seizures during a detention
  - 1. cursory search for weapons
  - 2. When reasonable belief that weapon is present
  - 3. Right to retrieve weapon
- E. Recognize conditions where the use of force or physical restraint is appropriate during a detention
  - 1. If person attempts to leave, may use reasonable force
  - 2. To compel the person to remain



3. Handcuffed, placed in patrol vehicle

#### IV. LEARNING NEED

Peace officers must know and comply with the statutory rules of arrest in order to properly exercise their authority and responsibility, while avoiding potential liability when making arrests.

#### LEARNING OBJECTIVES

- A. Recognize when there is probable cause to arrest
  1. Ordinary person would believe
  2. The person to be arrested
  3. Is guilty of a crime
- B. Identify elements of a lawful arrest
  1. Arrested person must be taken into custody in manner authorized by law
  2. Arrest made by restraint or submission
  3. Reasonable force may be used to make arrest, overcome resistance, and prevent escape.
- C. Differentiate between arrest and detention
  1. Detention is assertion of authority in which individuals believe they are not free to leave. It is limited in scope, intensity and duration.
  2. Arrest is taking a person into custody in a manner authorized by law for a criminal violation.
- D. Recognize information that must be given to an arrested person
  1. Intent
  2. Cause
  3. Authority
- E. Recognize elements of a warrantless arrest for a misdemeanor
  1. Committed in the officers presence
  2. By a juvenile
  3. DUI, PC 12031(a)(4)(A), Domestic violence, PC 243.5, PC 836(e)
- F. Recognize elements of a warrantless arrest for a felony
  1. Any time day or night
  2. Any day of the week
- G. Recognize elements of a warrant arrest
  1. Affidavit of probable cause
  2. Endorsed by the court
  3. May be endorsed for night service
- H. Recognize the requirements for entry into a dwelling to make an arrest
  1. Knock and notice

2. Consent
  3. Exigent circumstance
- I. Recognize the authority for a private person arrest and the peace officer's duty in response to a private person arrest
    1. PC 834 and PC 847
    2. Must accept arrest from private person
    3. Private person accepts liability for the arrest
  - J. Recognize conditions under which the use of force or physical restraint is appropriate during an arrest
    1. What is reasonable and necessary to make an arrest
    2. Prevent escape
    3. Overcome resistance
  - K. Recognize the statutory requirements for the disposition of an arrested person
    1. Nature of the offense and the presence or absence of a warrant dictate how peace officers handle an arrestee
  - L. Recognize the exceptions to the powers to arrest
    1. Full diplomatic immunity
    2. Stale misdemeanor
    3. Statute of limitations

## V. LEARNING NEED

When conducting a custodial interrogation, peace officers must follow Miranda procedures to ensure that any answers obtained will be admissible in court.

### LEARNING OBJECTIVE

- A. Identify the purpose of the Miranda warnings
  1. Protection of a person's Fifth Amendment right
  2. Of self-incrimination
- B. Recognize when Miranda warnings must be given
  1. Custody and interrogation
- C. Identify the proper administration of Miranda warnings
  1. Four Miranda advisements are given
  2. Person has acknowledged understanding of each one
  3. Person either waives their rights or invokes
- D. Recognize the impact of invoking:
  1. The right to remain silent

- 2. The right to counsel
- E. Recognize the types of Miranda waivers
  - 1. Expressed
  - 2. Implied
  - 3. Conditional
- F. Recognize the exceptions to the Miranda rule
  - 1. Imminent concern for the safety
  - 2. Of the person or public

## VI. LEARNING NEED

To develop admissible evidence while ensuring the constitutional rights of all individuals, peace officers must correctly follow standardized practices for conducting crime scene interviews and interrogations.

### LEARNING OBJECTIVES

- A. Differentiate between an interview and interrogation
  - 1. Interview is questioning non-suspects
  - 2. Interrogation is questing suspects
- B. Identify the purpose of an interrogation
  - 1. Obtaining an admission or confession
  - 2. Identifying those involved with the crime
  - 3. Establishing guilt, corroborating statements
- C. Differentiate between an admission and confession
  - 1. Confession involves acknowledging the commission of all of the elements of the crime
  - 2. Admission involves acknowledging facts that incriminate the person, but fall short of a confession
- D. Identify the conditions in which a confession or admission may be inadmissible in court.
  - 1. Fourth, Fifth, Sixth, Fourteenth Amendment violations

## VII. REQUIRED TESTS

- A. The POST- Constructed Comprehensive RBC Test 1.
- B. The POST- Constructed Comprehensive RBC Test 2.
- C. The POST- Constructed Comprehensive RBC Test 3.

## VIII. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding laws of arrest. At a minimum, each activity or combination of activities, must address the following topics:

1. Use of analysis in the development of probable cause for consensual encounters, detentions and arrests
  2. Role of peace officer discretion in using arrest as a tool of enforcement to resolve problems and focus on quality of life issues
  3. Officer accountability and responsibility as it relates to laws of arrest
  4. How a peace officer's conduct and attitude affects the officer, officer's agency and the community
- B. The student will participate in a learning activity addressing interviews or interrogations. The discussion must minimally address the following issues:
1. Mechanics of the interview process
  2. Location and physical environment
  3. Interviewer's actions and style
  4. Types of questions

Description	Hours
POST Minimum Required Hours	<u>12</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>0</u>
Total Instructional Hours	<u>12</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 16**  
SEARCH AND SEIZURE

**Effective date of outline: JULY 1, 2018**

I. LEARNING NEED

Peace officers must have a clear understanding of their authority, responsibility, and potential for liability in the areas of search and seizure law, as well as the protections provided by constitutional law, statutory law, and case law against unreasonable searches and seizures.

LEARNING OBJECTIVES

- A. Recognize constitutional protections guaranteed by the Fourth Amendment
  - 1. Privacy
  - 2. Liberty
  - 3. Possession of property
- B. Identify the concept of reasonable expectation of privacy
  - 1. Individuals have indicated that they personally expect privacy in the object or area
  - 2. Expectation is one which society recognizes as legitimate
- C. Recognize standing and how it applies to an expectation of privacy
  - 1. Only a person with standing can challenge the search or seizure of property
- D. Recognize probable cause to search and its link between Fourth Amendment protections and search and seizure law
  - 1. Give the officer the ability to search
  - 2. Fourth amendment requires specific facts
- E. Recognize how the exclusionary rule applies to a peace officer's collection of evidence
  - 1. If the court finds the search violated the Fourth amendment the evidence collected could be ruled inadmissible and excluded

II. LEARNING NEED

To search for and seize evidence legally, peace officers must know the rules and requirements for obtaining and executing a search warrant.

LEARNING OBJECTIVES

- A. Recognize how probable cause serves as a basis for obtaining a search warrant
  - 1. Crime has been committed
  - 2. Evidence of the crime exists

3. Evidence sought is located at the place to be searched
- B. Recognize the necessary conditions for securing an area pending the issuance of a search warrant
    1. Need exigencies
    2. Belief based on surrounding circumstances
    3. Evidence will likely be destroyed
  - C. Identify the time limitations for serving a search warrant
    1. 10 days from issuance
    2. No exceptions for weekends and holidays
    3. Between 7:00 a.m. and 10:00 p.m.
  - D. Recognize the elements for compliance with the knock and notice requirements when serving a search warrant
    1. Knock and announce their presence, identify themselves as peace officers
    2. State their purpose, demand entry
    3. Wait reasonable amount of time, force entry if necessary
  - E. Recognize the application of the Nexus Rule while conducting an authorized search
    1. May seize items not listed in the warrant when
    2. Items were discovered while conducting a lawful search
    3. Probable cause to believe the item is contraband, evidence of criminal behavior, or would otherwise aid in the apprehension or conviction of the criminal

### III. LEARNING NEED

When certain conditions are met, officers may lawfully search and seize evidence without a search warrant. For evidence to be admissible at trial, officers must have a clear understanding of the legal requirements for warrantless searches.

#### LEARNING OBJECTIVES

- A. Recognize why a plain view seizure does not constitute a search
  1. Owner had no expectation of privacy
  2. No Fourth amendment protection
- B. Recognize the legal requirements for seizure of items in plain view
  1. Probable cause the item is contraband or evidence
  2. Lawful right to be in the location
  3. Lawful access
- C. Recognize the conditions and circumstances where warrantless searches and seizures are considered reasonable and legal
  1. Cursory/consent searches
  2. Exigent circumstances
  3. Incident to arrest, parole/probation search

- D. Recognize the scope and necessary conditions for conducting the following types of warrantless searches:
1. Cursory/frisk/pat searches
    - a. Limited to outer layer of clothing for weapons
  2. Consent searches
    - a. Places and things the officer reasonably believes the consenting person authorized them to search
  3. Searches pursuant to exigent circumstances
    - a. Peace officer may do whatever is necessary to resolve the emergency, but nothing more
  4. Searches incident to arrest
    - a. Full search of the arrestee's person
    - b. Containers on the arrestee's person
    - c. Nearby area where arrestee had physical control
  5. Probation/parole searches
    - a. Limited to search conditions
    - b. Person, residence, property under their control
    - c. No reasonable suspicion is necessary

#### IV. LEARNING NEED

The Fourth Amendment's protection against unreasonable searches and seizures extends to a person's vehicle and property inside the vehicle. However, the courts have created several exceptions to the Fourth Amendment's warrant requirement because of the potential mobility of a motor vehicle.

#### LEARNING OBJECTIVES

- A. Recognize the scope and necessary conditions for conducting the following types of motor vehicle searches:
1. Probable cause searches
    - a. If you believe there is enough to get a warrant
    - b. You can search without a warrant
    - c. Under the automobile exception
  2. Seizures of items in plain view
    - a. Belief item is crime related
    - b. Lawfully at the location
    - c. Lawful access to the item
  3. Protective searches
    - a. Conditional search for weapons
    - b. Passenger compartment of the vehicle
    - c. Occupant had reasonable access
  4. Consent searches
    - a. Belief consenting person authorized them to search
    - b. Consent must be voluntary
    - c. Person giving consent had the authority to do so
  5. Searches incident to custodial arrest

- a. Arrest of any occupant in the vehicle
- b. Search must be done at time of arrest
- 6. Instrumentality searches
  - a. Limited to reasonable location of where evidence might be
  - b. Specific to warrant if obtained
  - c. Crime must be committed inside the vehicle or the vehicle was the instrument
  - d. Recognize the scope and necessary conditions for conducting a vehicle inventory

## V. LEARNING NEED

Peace officers must recognize when a search or the seizure of evidence involves intrusion into a subject's body. Special care must be taken to balance the subject's reasonable expectation of privacy under the Fourth Amendment against the government's need to collect evidence.

### LEARNING OBJECTIVES

- A. Recognize the legal framework establishing a peace officer's authority to seize physical evidence from a subject's body:
  - 1. With a warrant
    - a. The Fifth Amendment does not apply
    - b. Warrant must contain exact wording
    - c. Defining the type of body intrusion
  - 2. Without a warrant
    - a. Probable cause to arrest and search
    - b. Exigent circumstances
    - c. Need outweighs the intrusiveness
- B. Recognize conditions under which a peace officer may use reasonable force to prevent a subject from swallowing or attempting to swallow evidence
  - 1. Minimal force necessary to remove the object
  - 2. Force may not shock the conscience
- C. Recognize the conditions necessary for legally obtaining blood samples
  - 1. Probable cause the test will show evidence of the crime
  - 2. Removal done by medical staff
- D. Recognize the conditions for legally obtaining the following evidence:
  - 1. Fingerprints
    - a. Consent
    - b. If under arrest no legal right to refuse
  - 2. Handwriting samples
    - a. Consent
    - b. Probable cause
    - c. Court order



## VI. LEARNING NEED

Peace officers must be aware of the due process rights that protect against impermissible suggestiveness when conducting any procedure involving a subject's identification.

### LEARNING OBJECTIVES

- A. Identify the importance of a peace officer's neutral role during an identification procedure
  - 1. Officers should not do anything that suggests or could be interpreted as suggesting which suspect to select during any type of identification procedure
  - 2. The case evidence might be deemed inadmissible and excluded from the case
- B. Identify officer actions before, during, and after an identification procedure to prevent impermissible law enforcement suggestiveness when conducting a:
  - 1. Field show-up
    - a. Detain suspect outside law enforcement vehicle
    - b. Without handcuffs
    - c. When reasonable to do so
  - 2. Photographic spread
    - a. Photographs are displayed the same
    - b. Similar characteristics
  - 3. Custodial lineup
    - a. Participants are similar in appearance
    - b. Nothing that distinguishes one from another

## VII. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 1.
- B. The POST-Constructed Comprehensive RBC Test 2.
- C. The POST-Constructed Comprehensive RBC Test 3.

## VIII. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing* or other comparable sources regarding search & seizure. At a minimum, each activity, or combination of activities must address the following topics:
  - 1. Examples of resources within a community that may help an officer establish probable cause to obtain a search warrant
  - 2. Fairness, trustworthiness and respect as it relates to duties performed by an officer during searches and seizures
  - 3. Ability to balance officer safety with the protection of individual rights and the preservation of property
  - 4. Legal and agency policy issues

Description	Hours
POST Minimum Required Hours	<u>12</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>2</u>
Total Instructional Hours	<u>14</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 17**  
PRESENTATION OF EVIDENCE

Effective date of outline: **JULY 1, 2018**

I. LEARNING NEED

Peace officers must know the rules of evidence as they pertain to relevancy, types of evidence, authentication and chain of custody.

LEARNING OBJECTIVES

- A. Recognize relevance as it pertains to the admissibility of evidence
  - 1. Reduce violations of constitutional protection
  - 2. Avoid undue prejudice to the accused
  - 3. Prohibit unreliable evidence (e.g. hearsay, opinion)
  - 4. Protect valued interests and relationships (attorney-client, clergy)
  
- B. Identify four types of evidence
  - 1. Testimonial
  - 2. Real
  - 3. Demonstrative
  - 4. Circumstantial
  
- C. Recognize the process of authentication of evidence
  - 1. Real and demonstrated evidence must be authenticated.
  - 2. Evidence must be shown that is what the officer claims it to be.
  - 3. Authentication is the act of establishing that claims made about the item of evidence are true.
  
- D. Understand what constitutes the legal chain of custody for evidence
  - 1. Chain of custody of seized evidence must be established and maintained throughout the custody of the evidence.
  - 2. Chain of custody is a method of authentication.
  - 3. Requires each step in the process of handling of the evidence be accounted for.
  - 4. Each link in the chain of custody must be documented.

II. LEARNING NEED

Peace officers must know the requirements and exceptions for the admissibility of evidence.

LEARNING OBJECTIVES

- A. Recognize a peace officer's role and responsibilities in ensuring the admissibility of evidence:
  - 1. California Evidence Code 352
  - 2. Exclusionary Rule

3. Opinion and expert testimony
  4. Privilege
  5. Credibility of witnesses
- B. Recognize the requirements and exceptions for admitting hearsay evidence for:
1. Spontaneous statements
    - a. Trustworthy because the speaker had no time to fabricate a story
    - b. Excitement and stress during statement
    - c. Proximate to the event
  2. Admissions and confessions
    - a. Out of court
    - b. Oral or written statement
    - c. Made by the defendant
  3. Dying declarations
    - a. Based upon speaker's knowledge of impending death
    - b. Regarding circumstances surrounding the death
    - c. Person must actually die to be admissible
  4. Records and officer testimony
    - a. Official records, business records
    - b. Past recollection recorded (written accounts read into evidence)
    - c. Present memory refresh (using reports to aid memory in court)
  5. Hearsay testimony at preliminary hearings
    - a. By active and honorably retired peace officers

### III. LEARNING NEED

For a peace officer's testimony to be given serious consideration by the court, it is essential that officers present themselves as professional, credible, and reliable witnesses.

- A. Identify a peace officer's responsibilities regarding pretrial preparation
1. Reviewing their field notes and all reports related to the case
  2. Meeting with prosecutor at pre-trial conference
  3. Complying with prosecutor's instructions and recommendations
  4. Obtaining all necessary evidence prior to trial
- B. Identify aspects of a case that peace officers should review prior to giving testimony
1. Their field notes
  2. All investigative reports
  3. Any other summary reports or documentation regarding the case
- C. Identify factors related to a peace officer's personal appearance that can influence how an officer's testimony is received by the court
1. Affects credibility
  2. Dress and grooming
  3. From the moment you enter the courthouse
- D. Identify appropriate peace officer responses while testifying as a witness

1. Look directly at the attorney asking the question
2. Listen carefully, understand the question before answering
3. Tell the TRUTH only answer the question that was asked
4. Answer only one question at a time

E. Identify appropriate responses when a peace officer is unsure of or does not know the answer to a question asked by an attorney

1. I don't know
2. I don't remember
3. In a clear and confident manner

F. Identify appropriate responses when asked to give an opinion while testifying

1. Base each opinion on known facts
2. Clearly differentiate between fact and fiction
3. Do not add opinion to factual testimony

G. Recognize the importance of being a truthful peace officer while testifying in court

1. Credibility
2. Fairness
3. Unbiased witness

## V. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a simulated criminal trial by either providing testimony or critiquing testimony provided by another person. The simulation shall incorporate a variety of questioning styles that peace officers are likely to encounter on the witness stand, including:

1. Badgering/belligerent
2. Offensive
3. Friendly
4. Condescending
5. Hearsay questions and testimony at a preliminary hearing
  - a. By active and honorably retired peace officers

Description	Hours
POST Minimum Required Hours	<u>6</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>10</u>
Total Instructional Hours	<u>16</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 18**  
INVESTIGATIVE REPORT WRITING

Effective date of outline: **JULY 1, 2018**

I. LEARNING NEED

A peace officer's ability to clearly document the facts and activities of an investigation not only reflects on the officer's own professionalism, but also on the ability of the justice system to prosecute the criminal case.

LEARNING OBJECTIVES

A. Explain the legal basis for requiring investigative reports

1. State and federal statutes mandate law enforcement agencies to report certain events and incidents
2. PC 11107 requires agencies to furnish reports for specified misdemeanors and felonies

II. LEARNING NEED

Peace officers must recognize that the information gathered during their initial investigation in the field will become the foundation for their investigative reports.

LEARNING OBJECTIVES

A. Discuss the importance of taking notes in preparation for writing reports

1. Primary source used when writing an investigative report
2. Must be accurate or report will not be
3. More reliable than memory

B. Apply appropriate actions for taking notes during a field interview

1. Listen attentively
2. Take notes and ask questions
3. Verify information

C. Distinguish between:

1. Opinion
  - a. Can be open to interpretations
  - b. Express a belief not necessarily sustained by proof
2. Fact
  - a. Verified or proven
  - b. Has real, demonstrable existence
3. Conclusion
  - a. Based on the analysis of facts and opinions
  - b. Conclusions should always be accompanied with the supporting facts and opinions

### III. LEARNING NEED

Peace officers must recognize in order for an investigative report to be of use in the judicial process, the report must be well organized, and include facts needed to establish that a crime has been committed and all actions taken by officers were appropriate.

#### LEARNING OBJECTIVES

- A. Summarize the primary questions that must be answered by an investigative report
  - 1. What
  - 2. When
  - 3. Where
  - 4. Who
  - 5. How
  - 6. Why
  
- B. Identify the fundamental content elements in investigative reports, including:
  - 1. Initial information
    - a. Establishing how the officer became involved with specific incident and additional background information
  - 2. Identification of the crime
    - a. Including the facts that are necessary to show that a specific crime has taken place
  - 3. Identification of involved parties
    - a. Such as the reporting person, victim, witness, or suspect
  - 4. Victim/witness statements
    - a. Details of events the involved parties observed or experienced
  - 5. Crime scene specifics
    - a. Necessary to accurately reestablish the scene and events of the crime
  - 6. Property information
    - a. Descriptions and details pertaining to stolen items as well as physical evidence
  - 7. Officer actions
    - a. Descriptions of all actions taken by peace officers that are related to the incident

### IV. LEARNING NEED

Peace officers must recognize that an effective report must exhibit the writer's command of the language and be relatively free of errors in sentence structure, grammar, and other writing mechanics.

#### LEARNING OBJECTIVES

- A. Apply guidelines for recommended grammar used in investigative reports, including use of:
  - 1. Proper nouns
    - a. Person should be referred to by their proper names to avoid confusion
  - 2. First person pronouns
    - a. Officer refers to himself/herself in the first person
  - 3. Third person pronouns
    - a. Clearly refer to or agree with

- b. The noun or proper noun
    - c. That is directly before it.
  - 4. Past tense
    - a. Used to clearly indicate
    - b. That events have already
    - c. Taken place
  - 5. Active voice
    - a. Should be used to ensure that the information
    - b. Presented is Direct, brief, and
    - c. Clearly establishes the actions of the sentence
- B. Organize information within a paragraph for clarity and proper emphasis
  - 1. First sentence (a lead in sentence)
  - 2. Clearly state the primary topic
  - 3. Of each topic
- C. Select language that will clearly convey information to the reader of the investigative report
  - 1. Simple concrete language
  - 2. That readers will clearly understand
- D. Distinguish between commonly used words that sound alike but have different meanings
  - 1. Accept - Except, Access - Excess
  - 2. Advice - Advise, Affect - Effect
  - 3. Allude - Elude, Assure - Ensure
  - 4. There are several words to be referenced
- E. Proofread for content and mechanical errors, including:
  - 1. Spelling
  - 2. Punctuation
  - 3. Grammar
  - 4. Word choice
  - 5. Syntax

## V. REQUIRED TESTS

- A. A report writing test that requires the student to prepare an investigative report including the arrest of one or more suspects as described below:

Given a depiction of a criminal situation, which requires investigation and the arrest of one or more suspects based upon a presenter-developed video re-enactment, simulation, or scenario, the student will write an acceptable report in class.

To be of sufficient complexity, the investigation must reflect an investigative report including the arrest of one or more suspects which minimally incorporates:

- 1. Elements of a crime
- 2. Reasonable suspicion or probable cause to stop
- 3. Justification for a pat down search



4. Probable cause to search/seize
5. Discovery, recovery, and disposition of evidence
6. Probable cause to arrest
7. Miranda admonishment and response of the suspect, if appropriate
8. Statements of victim(s) and/or witness(es)
9. Pertinent crime scene details

To be considered acceptable, the report must meet the following criteria:

1. The writing must be reasonably fluent, well developed, and well organized to clearly communicate to the reader
2. All essential information, including any facts needed to establish the corpus of the crime, must be included in the report
3. The report must be free of mechanical errors (i.e., grammar, punctuation, spelling and word choice) that significantly diminishes its evidentiary value or usefulness
4. The time required to complete the report must be reasonable and consistent with the expectations of a typical field training program

The student will demonstrate competency in the following performance dimensions:

1. Knowledge of Report Forms
2. Elements of Crime(s)
3. Narrative Organization
4. Narrative Content
5. Writing Mechanics

Presenters must use the POST-developed Investigative Report-Writing Competency Test Form or a presenter-developed form, which minimally includes the performance dimensions used for this exercise test.

The POST-developed Investigative Report Writing Competency Test Form provides two available grading processes

1. Pass/Fail using the LD 18 Investigative Report Writing Competency Test Scoring Matrix
2. Point deduction using the LD 18 Investigative Report Writing quantitative/numerical deduction scoring system based on overall award of 100 points per written exercise with the minimum pass point set by the presenter

The presenter will determine which grading method will be used, and what the pass point is for the test report.

## VI. REQUIRED LEARNING ACTIVITIES

- A. Students will participate in a learning activity that requires the writing of five practice reports based on either POST-developed video re-enactments of crimes, investigations or law enforcement-related incidents, or based upon equivalent simulations, scenarios or videotape depictions developed by the presenter.

The events selected should require reports reflecting a progressive level of difficulty (e.g., from a simple incident or crime to more complex events involving the articulation of probable cause to stop, probable cause to arrest, statements of witnesses, etc.)

Each learning activity must incorporate:

1. Generation of appropriate field notes narrative
2. Formal feedback to the student regarding the quality of student writing. The purpose of requiring feedback is to provide ongoing evaluation and documentation of student strengths and weaknesses so that the student is able to progressively improve.

Assessment of the practice reports should address:

- a. The adequacy of the decisions made by the student regarding the incident/crime. This includes:
    - (1) The determination of the existence or nonexistence of a crime
    - (2) If a crime has been committed, the proper identification of that crime
    - (3) The taking of proper safety measures
    - (4) The preservation of evidence
    - (5) The capturing of all essential information
  - b. The ability of the report/narrative to communicate with the reader and employ proper format and conventions. This includes:
    - (1) The organization and development of the report
    - (2) The inclusion of relevant information
    - (3) The anticipation of possible defenses that might be asserted by the suspect
    - (4) The use of the active voice
    - (5) The use of the first person
    - (6) The proper use of grammar, punctuation, spelling, and word choice
- B. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing* or other comparable sources regarding investigative report writing. At a minimum, each activity, or combination of activities must address the following topics:
1. Written communication as an expression of integrity, reliability, fairness and credibility
  2. Effective reports as a demonstration of an officer's character, decision making, and courage
  3. Potential stakeholders that may be positively or adversely affected by a well-written report (e.g., victims, suspects, courts, witnesses)
  4. Consequences of an ineffective/inaccurate report to the officer, officer's agency, policing profession and the community

Description	Hours
POST Minimum Required Hours	<u>48</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>12</u>
Total Instructional Hours	<u>60</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 19**  
VEHICLE OPERATIONS

Effective date of outline: **JULY 1, 2018**

I. LEARNING NEED

Peace officers need to know the importance of defensive driving principles and techniques in order to develop safe driving habits.

LEARNING OBJECTIVES

- A. Determine a safe distance when following another vehicle
  - 1. Space cushion
  - 2. Clear room surrounding the vehicle
- B. Identify the effect of speed on a driver's peripheral vision
  - 1. Decreases
  - 2. Tunnel vision
- C. Discuss how perception and reaction time affects a vehicle's total stopping distance
  - 1. Time it takes for eyes to send
  - 2. The message to the brain
  - 3. To receive and process the message and respond
- D. Demonstrate appropriate actions to prevent intersection collisions
  - 1. Visually clearing intersections
  - 2. Make eye contact with other drivers
  - 3. Including pedestrians
- E. Recognize potential hazards of freeway driving and appropriate actions to prevent collisions
  - 1. Merging traffic
  - 2. Reentering after traffic after stop
  - 3. Driving at high speed
- F. Demonstrate appropriate actions to prevent collisions when operating a vehicle in reverse
  - 1. Backing greater than ten MPH
  - 2. Backing on roadway
  - 3. Backing into traffic
- G. Demonstrate the importance and proper use of safety belts in a law enforcement vehicle
  - 1. Single most effective way to prevent injury or death in a vehicle

- H. Identify psychological and physiological factors that may have an effect on a peace officer's driving
  - 1. Attitude and emotion influence judgment and decision making
  - 2. Lack of sleep, illness, and medications
- I. Identify hazards of various road conditions
  - 1. Standing water, rain and loose gravel
  - 2. Hills, potholes and mud
  - 3. Snow, ice and fog
- J. Discuss the components of a vehicle inspection
  - 1. Improperly maintained vehicles can experience mechanical failure
  - 2. Can jeopardize the safety of the driver and others
  - 3. Essential that officers inspect their vehicle
- K. Demonstrate proper techniques for recognizing and coping with distractions while operating a law enforcement vehicle
  - 1. Understand the relevance
  - 2. Prioritize distractions

## II. LEARNING NEED

Peace officers must recognize that emergency response (Code 3) driving demands thorough understanding of the associated liability and safety issues.

### LEARNING OBJECTIVES

- A. Identify the objectives of emergency response driving
  - 1. Arrive quickly
  - 2. Arrive safely
  - 3. Follow agency guidelines
- B. Recognize the statute(s) governing peace officers when operating law enforcement vehicles in the line of duty
  - 1. Rules of the road
    - a. Due regard for safety of others
  - 2. Liability
    - a. Must know and follow agency policy
- C. Explain the importance of agency-specific policies and guidelines regarding emergency response driving
  - 1. Agency policies and guidelines can be more restrictive than state law
- D. Identify the statutory responsibilities of non-law enforcement vehicle drivers when driving in the presence of emergency vehicles operated under emergency response conditions
  - 1. V.C. 21806

2. Requires that all drivers shall yield the right away to law enforcement vehicles operating under emergency response conditions
  3. Drivers required to pull to the right
- E. Demonstrate the use of emergency warning devices available on law enforcement vehicles
1. Light bar
  2. Wig wag lights
  3. siren
- F. Identify factors that can limit the effectiveness of a vehicle's emergency warning devices
1. Traffic
  2. Fog, rain and snow
  3. Speed and other drivers
- G. Demonstrate the use of communication equipment
1. Stay calm and speak clearly
  2. Use on straight stretches of road
  3. Roll windows up to limit distractions
- H. Identify the effects of siren syndrome
1. Increased adrenaline
  2. Both physiological and psychological
  3. Results in impaired judgment
- I. Recognize guidelines for entering an intersection when driving under emergency response conditions
1. Approach, evaluate traffic, lane positioning, controlling speed, and stopping.
  2. Clearing intersection, allow other drivers time to react, clear lane by lane, make eye contact with other drivers, look for other emergency vehicles, and constantly scan right to left

### III. LEARNING NEED

All peace officers who operate law enforcement emergency vehicles must recognize that even though the purpose of pursuit driving is the apprehension of a suspect who is using a vehicle to flee, the vehicle pursuit is never more important than the safety of peace officers and the public.

#### LEARNING OBJECTIVES

- A. Discuss the requirements of Penal Code Section 13519.8
1. When to initiate pursuit, responsibility of primary and secondary units, number of involved units permitted, driving tactics, helicopter assistance, communications, capture of suspects, termination of pursuit, supervisor responsibilities, (blocking, ramming, boxing and road block procedures), speed limits, inter-jurisdictional considerations, conditions of vehicle (driver, roadway, weather, and traffic), hazards to uninvolved bystanders or motorist, reporting and post pursuit analysis

- B. Discuss the requirements of Vehicle Code section 17004.7
1. Every agency must have a written pursuit policy. Each policy must include
    - a. When to initiate a pursuit
    - b. Number of involved units permitted
    - c. Communication procedures
    - d. Role of supervisor in managing and controlling pursuit
    - e. Driving tactics and circumstances
    - f. Authorized pursuit intervention tactics
    - g. Intervention tactics: Blocking, ramming and roadblock procedures
    - h. Speed, public and officer and suspect safety factors
    - i. Determine role of air support where available
    - j. Determine termination/discontinuation of pursuit
    - k. Procedures for apprehending offender following pursuit
    - l. Effective coordination/management of inter-jurisdictional considerations
    - m. Reporting post pursuit analysis
  2. VC 17004.7 gives statutory immunity to government entities for injury or damage caused by a fleeing suspect
  3. Peace officers are required to review their agency's' pursuit policy annually.
  4. Every office is responsible for knowing and following their agency's' pursuit policy
  5. Every agency must provide training on an annual basis complying with subdivisions (c) and (d)
- C. Discuss common offensive intervention tactics
1. Ramming, pursuit intervention techniques (PIT), and boxing
  2. Heading off, driving alongside
  3. Tire deflation devices, and roadblocks
- D. Recognize conditions that could lead to the decision to terminate a vehicle pursuit
1. Threat to public safety outweighs seriousness of crime
  2. Violates agency policy
  3. No need for immediate apprehension

#### IV. LEARNING NEED

Peace officers must be proficient in the operation of the vehicle and know the dynamic forces at work. Proper steering control, throttle control, speed judgment, and brake use enhances driving expertise.

#### LEARNING OBJECTIVES

- A. Distinguish between longitudinal and lateral weight transfer
1. Lateral weight transfer-side to side-caused by turning movements

2. Longitudinal weight transfer-front to back-caused by braking and acceleration
- B. Demonstrate the ability to mitigate the effects of spring loading
    1. When the vehicle experiences weight transfer, spring loading takes place as energy builds and vehicle springs
  - C. Demonstrate proper techniques for two-handed shuffle steering
    1. Hand shuffle up and down on the wheel
    2. Never crossing the 12:00 position as the driver executes a turn
  - D. Demonstrate proper throttle control
    1. Smooth operation
    2. Immediate effect on weight transfer
    3. Smooth operation critical for vehicle control
  - E. Demonstrate proper roadway position and the three essential reference points of a turning maneuver
    1. Entry
    2. Apex
    3. Exit
  - F. Explain the primary effects speed has on a vehicle in a turning maneuver
    1. Traction limits may be exceeded
    2. Weight transfer occurs in opposite direction of turn
  - G. Demonstrate proper braking methods
    1. Threshold braking
    2. ABS
  - H. Distinguish between and describe the causes of the following types of vehicle skids:
    1. Understeer skid
      - a. Entering a corner too fast
    2. Oversteer skid
      - a. Excessive speed in turn
      - b. Sudden steering input
      - c. Over braking in turn
    3. Locked-wheel skid
      - a. Occurs when one or more of the vehicles wheels lock
      - b. ABS failure
      - c. Hard braking
    4. Acceleration skid
      - a. Engine overpowers traction of the driving tires
      - b. Involves only the drive wheels
    5. Centrifugal skid
      - a. Entering a turn too fast
      - b. Causes the vehicle to move outside, or away from center, due to loss of adhesion or friction between tires and roadway resulting in sliding or skidding.



- I. Identify the causes and contributing factors of vehicle hydroplaning
  1. Speed
  2. Water depth
  3. Tire condition

V. REQUIRED TESTS

Exercise testing is mandated and regulated by POST Commission Procedure D-1, which states:

**VEHICLE OPERATIONS SAFETY**

All vehicle operations exercise testing must be conducted under written academy/presenter safety procedures and/or protocols established in accordance with the POST safety guidelines. Students are required to comply with every aspect of presenter safety procedures and/or protocols during vehicle operations training and testing.

- A. An exercise test that requires the student drive a law enforcement vehicle not equipped with Electronic Stability Control (ESC) and demonstrate the ability to control the vehicle during understeer and oversteer conditions or drive a law enforcement vehicle equipped with ESC and demonstrate the ability to control the vehicle during understeer conditions

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Situational Awareness
3. Braking Technique(s)
4. Steering Technique(s)
5. Throttle Control
6. Control of Weight Transfer
7. Skid Control
8. Rate of Performance
9. Fluency of Performance
10. Level of Response

Presenters must use the POST-developed Vehicle Operations Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- B. An **exercise test** that requires the student to drive a law enforcement vehicle and demonstrate the ability to safely drive and control the vehicle while operating under emergency response (Code 3) conditions to include interacting with an interference vehicle driven by a qualified Driver Training Instructor (as defined in Regulation 1070).

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Situational Awareness
3. Braking Technique(s)
4. Steering Technique(s)
5. Throttle Control

6. Roadway Positioning
7. Operating Associated Equipment
8. Rate of Performance
9. Fluency of Performance
10. Level of Performance

Presenters must use the POST-developed Vehicle Operations Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- C. An **exercise test** that requires the student to drive a law enforcement vehicle and demonstrate the ability to safely drive and control the vehicle while operating under vehicle pursuit situations to include interacting with an interference vehicle driven by a qualified Driver Training Instructor (as defined in Regulation 1070).

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Situational Awareness
3. Braking Technique(s)
4. Steering Technique(s)
5. Throttle Control
6. Roadway Positioning
7. Operating Associated Equipment
8. Rate of Performance
9. Level of Performance
10. Fluency of Performance

Presenters must use the POST-developed Vehicle Operations Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- D. An exercise test that requires the student to drive a law enforcement vehicle and successfully demonstrate in four out of five attempts the collision avoidance exercise as described in the Emergency Vehicle Operations Course Instructor Manual. The test will include a light indicator for lane selection and a minimum of 35 mph entry speed in dry surface conditions and a minimum of 30 mph entry speed in wet surface conditions. If the light indicator malfunctions, an alternate visual indicator shall be utilized.

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Situational Awareness
3. Braking Technique(s)
4. Steering Technique(s)
5. Throttle Control

Presenters must use the POST-developed Vehicle Operations Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- E. An **exercise test** that requires the student to drive a law enforcement vehicle and demonstrate a series of slow speed precision driving maneuvers. The slow speed precision driving maneuvers must include at least **three (3) tested maneuvers** contained in the Emergency Vehicle Operations Course Instructor Manual. The instructor manual slow speed maneuvers are listed as follows:

Turn around	Angled driveway
Off set lane	“Y” driveway
Steering (forward and reverse)	Parallel parking
“T” Driveway	Bootleg Turn
Vehicle Control	

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Situational Awareness
3. Braking Technique(s)
4. Steering Technique(s)
5. Throttle Control
6. Speed Judgment
7. Vehicle Placement
8. Backing
9. Tactical Seatbelt Removal (TSR)
10. Rate of Performance
11. Fluency of Performance

Presenters must use the POST-developed Vehicle Operations Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- F. An exercise test that requires a student to drive a law enforcement vehicle during which the student must reach a speed of at least 65 mph prior to entering a turn of sufficient radius to require a minimum 30 mph deceleration. This exercise test may be tested concurrent with emergency response or pursuit tests.

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Situational Awareness
3. Braking Technique(s)
4. Steering Technique(s)
5. Throttle Control
6. Speed Judgment
7. Roadway Positioning
8. Fluency of Performance
9. Level of Response

Presenters must use the POST-developed Vehicle Operations Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

## VI. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity that requires the student to participate in the use of a Law Enforcement Driving Simulator (LEDS) and after acclimation participate in at least two (2) different emergency responses and two (2) different pursuits.
- B. The student will participate in a learning activity that requires the student to brake suddenly and engage the Anti-lock Braking System (ABS).
- C. The student will participate in a learning activity that requires the student to drive a law enforcement vehicle during the hours of darkness (as defined in Vehicle Code Section 280) utilizing headlights. The activity must include emergency response and/or pursuit.
- D. The student will participate in a learning activity that requires the student to drive a law enforcement vehicle, during which the student will demonstrate the ability to accurately steer and control the vehicle under high performance cornering conditions, including but not limited to:
  - 1. Safety
  - 2. Situational Awareness
  - 3. Braking Technique(s)
  - 4. Steering Technique(s)
  - 5. Throttle Control
  - 6. Speed Judgment
  - 7. Roadway Positioning
  - 8. Control of Weight Transfer
- E. The student will participate in one or more learning activities from the POST-developed Instructor's Guide to *Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding vehicle operations. At a minimum, each activity, or combination of activities must address the following topics:
  - 1. Use of critical thinking and decision making to balance the apprehension of violators against the obligation to drive safely, tactically and responsibly
  - 2. Effects of personal attitudes on emergency or pursuit driving and the interests of public safety
  - 3. Community expectations that officers should be exemplary drivers
  - 4. Accountability as it relates to officer actions during vehicle operation
  - 5. Universal concepts of Penal Code Section 13519.8 and Vehicle Code Section 17004.7

Description	Hours
POST Minimum Required Hours	<u>40</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>40</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 20**  
USE OF FORCE

**Effective date of outline: JULY 1, 2018**

I. LEARNING NEED

Peace officers must recognize that they have the authority to use reasonable force to affect an arrest, to prevent escape, or to overcome resistance as authorized by the California Penal Code. For their safety, and for the safety and well-being of fellow officers, it is critical that peace officers know the laws governing the use of force.

LEARNING OBJECTIVES

- A. Discuss reasonable force as stated by law
  - 1. Amount of force
  - 2. Peace officer may use
  - 3. In a given circumstance
  
- B. Discuss the components of the Fourth Amendment standard for determining objective reasonableness as determined by the U.S. Supreme Court
  - 1. Judged from the perspective of an officer
  - 2. Based on what happened at the time
  - 3. Based on the knowledge officer acted appropriately
  
- C. Explain the legal framework establishing a peace officer's authority during a legal arrest, including:
  - 1. A subject's requirement to submit to arrest without resistance
    - a. P.C. 834a Duty of person to refrain from
    - b. Using force or any weapon
    - c. To resist such arrest
  - 2. Peace officer's authority to use reasonable force during a detention or arrest
    - a. P.C. 835a Person arrested may be subjected to
    - b. Such restraint as is reasonable
    - c. For their arrest and detention
  
- D. Identify the circumstances set forth in the California Penal Code when a peace officer has the authority to use force
  - 1. P.C. 835a Grants officers authority to use force
  - 2. Under specific circumstances
  
- E. Discuss the level of authority agency policies have regarding the use of force by a peace officer
  - 1. Limitations are set by specific agency policy
  - 2. Provide rational guidelines to protect the officer

3. And agency from criminal and civil liability

## II. LEARNING NEED

Peace officers must recognize that they have a range of force options available to them. However, in all cases the use of force must be reasonable compared to the threat, resistance, and other circumstances known to the officer at the time the force was used.

### LEARNING OBJECTIVES

- A. Define the term “force option”
  1. Choices available to a peace officer
  2. Individual agency policy (i.e. O.C., Taser, baton, etc.)
- B. Identify that the objective of using force is to overcome resistance to gain control of an individual and the situation
  1. Ultimately gain or maintain control
  2. Of an individual and
  3. Therefore the situation
- C. Recognize force options and the amount of force peace officers may use based on the subject’s resistance
  1. Based on the amount or degree of resistance
  2. The subject or other relevant conditions
  3. or circumstances of the specific situation
- D. Explain the importance of training and ongoing practice when responding to potentially dangerous situations that may require the use of force
  1. Officers revert to trained responses
  2. Performance may depend entirely on how well
  3. They trained and practiced
- E. Discuss the importance of effective communication when using force
  1. Professional demeanor and words result in
  2. Improved safety and professionalism

## III. LEARNING NEED

Peace officers must fully comprehend their authority, responsibility, and liability regarding the use of deadly force as authorized by law.

### LEARNING OBJECTIVES

- A. Identify the legal standard for the use of deadly force
  1. Protect self or life
  2. From eminent danger or death
  3. Based on totality of circumstances

- B. Identify the factors required to establish sufficiency of fear for the use of deadly force
  - 1. Circumstances that excite the fears of a reasonable person in the same situation
  - 2. Must not act under the influence of fear alone
  - 3. Decision must be made to save self or another from GBI or death
- C. Recognize facts an officer should consider when determining whether or not to use deadly force
  - 1. Preparation by training, judgment
  - 2. Mental alertness, emotional maturity
  - 3. Existing circumstances and understanding the law.
- D. Discuss the role of agency policies regarding the use of deadly force
  - 1. Deadly force policy is strictly controlled by department policy
  - 2. Officers must conform to agency policy
  - 3. Federal and state law
- E. Recognize the law regarding justifiable homicide by a public officer and the circumstances under which the homicide is considered justifiable
  - 1. Officer under orders to carry out death sentence
  - 2. Acting in the course of duty
  - 3. Retaking escaping felons
  - 4. Arresting a felon that resist to the point deadly force becomes reasonable

#### IV. LEARNING NEED

When a force option has been employed, peace officers' reports must include the critical information to ensure that the chronology, specifics of the events, and the people involved are properly documented.

#### LEARNING OBJECTIVES

- A. Describe why complete documentation of the use of force is critical to the peace officer and the peace officer's agency, to include:
  - 1. Justification for using force
    - a. Numbers or officers/subjects, height and weight of each subject,
    - b. Gender and age of each subject, strength and fighting skills of each subject
    - c. Clothing and stance of each subject.
  - 2. Relevant factors and detail
    - a. Prior contacts
    - b. Obvious prison or gang tattoos specific gang attire
    - c. Potential weapons

#### V. LEARNING NEED

Peace officers must be ready to, and capable of, safely taking control of a dangerous situation.

#### LEARNING OBJECTIVES

- A. Discuss factors that can affect a peace officer's response when threatened with danger, to include:
  - 1. Fear
    - a. Reasonable
    - b. Unreasonable
  - 2. Anger
    - a. Displeasure
  - 3. Indecision and hesitation
    - a. Inability to select a response
  
- B. Give examples of acceptable techniques for managing anger
  - 1. Depersonalizing what people say
  - 2. Identifying worst case scenarios
  - 3. Problem solving
  
- C. Describe the benefits of ongoing physical and mental training for peace officers involving the use of force
  - 1. Calm, flexible, and alert
  - 2. Confidence, and ability to make correct response
  - 3. Control over body and emotions

## VI. LEARNING NEED

Peace officers must recognize the consequences of using unreasonable force, and their legal and ethical responsibilities to intervene if the force being used by another peace officer is inappropriate or unlawful.

### LEARNING OBJECTIVES

- A. Explain the legal and administrative consequences associated with the use of unreasonable force
  - 1. Criminal action, civil rights violation
  - 2. Compensatory and punitive damages
  - 3. Administrative action, moral impact
  
- B. Explain an agency's potential liability associated with the use of unreasonable force
  - 1. Vicarious liability of an agency holds them responsible
  - 2. For conduct of officers acting within
  - 3. The scope of their authority
  
- C. Explain the consequences of an officer's failure to intervene when unreasonable force is used by another peace officer
  - 1. Increased stress, embarrassment,
  - 2. Civil/criminal action,
  - 3. Disciplinary actions, or loss of career
  
- D. Discuss immediate and delayed intervention techniques
  - 1. Discussion



2. Admonishment
  3. Training
- E. Discuss factors that may inhibit a peace officer from intervening in a situation where a fellow officer may be applying unreasonable force
1. Diffusion or responsibility
  2. Pluralistic ignorance
  3. Evaluation apprehension

## VII. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 1.
  - B. The POST- Constructed Comprehensive RBC Test 2.
  - C. The POST- Constructed Comprehensive RBC Test 3.
- L. A scenario test that requires the student to demonstrate proficiency in the use of force. The test must result in the student making a deadly force option decision.

The student is required to demonstrate proficiency in the following competencies:

1. Use of Force – The ability to distinguish and apply reasonable force options in given circumstances.
2. Problem Solving/Decision Making-Analyzing situations and implementing plans to solve problems in a timely matter. Using verbal or physical skills to determine the appropriate resolution to a situation.
3. Legal Authority/Individual Rights-The identification of laws and constitutional rights governing consensual encounters, detentions and arrests.
4. Officer Safety-The demonstration of situational and tactical awareness and appropriate response.
5. Communication-The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
6. Ethics-Using accepted principles of conduct that govern decisions and actions based on professional values and expectation.
7. Stress Tolerance and Emotional Regulation-maintaining self-control and making timely, rational decisions in stressful situations.

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

- M. A scenario test that requires the student to demonstrate presenter approved impact weapon techniques in a force on force simulation against an instructor who is dressed in a protective suit. The test must simulate the physical and mental stress that would be imposed by an actual street encounter where the student would be required to use an impact weapon to control a suspect and effect an arrest.

The student is required to demonstrate proficiency in the following competencies:

- a. Use of Force – The ability to distinguish and apply reasonable force options in given circumstances.

- b. Problem Solving/Decision Making-Analyzing situations and implementing plans to solve problems in a timely matter. Using verbal or physical skills to determine the appropriate resolution to a situation.
- c. Legal Authority/Individual Rights-The identification of laws and constitutional rights governing consensual encounters, detentions and arrests.
- d. Officer Safety-The demonstration of situational and tactical awareness and appropriate response.
- e. Communication-The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
- f. Ethics-Using accepted principles of conduct that govern decisions and actions based on professional values and expectation.
- g. Stress Tolerance and Emotional Regulation-maintaining self-control and making timely, rational decisions in stressful situations.

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

- N. A scenario test that requires the student to demonstrate proficiency in the use of effective communication, command presence, and appropriate physical control during the detention of a verbally uncooperative individual.

The student is required to demonstrate proficiency in the following competencies:

- 1. Use of Force – The ability to distinguish and apply reasonable force options in given circumstances.
- 2. Problem Solving/Decision Making-Analyzing situations and implementing plans to solve problems in a timely matter. Using verbal or physical skills to determine the appropriate resolution to a situation.
- 3. Legal Authority/Individual Rights-The identification of laws and constitutional rights governing consensual encounters, detentions and arrests.
- 4. Officer Safety-The demonstration of situational and tactical awareness and appropriate response.
- 5. Communication-The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
- 6. Ethics-Using accepted principles of conduct that govern decisions and actions based on professional values and expectation.
- 7. Stress Tolerance and Emotional Regulation-maintaining self-control and making timely, rational decisions in stressful situations.

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

## VIII. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding use of force. At a minimum, each activity, or combination of activities must address the following topics:
  - 1. Exercise of leadership in the application of reasonable force

2. Impact of ethical decision-making on the selection of appropriate force options
3. Evaluation of the effectiveness of force option choices
4. Consequences for the use of unreasonable force on the officer, community perception and public trust

Description	Hours
POST Minimum Required Hours	<u>12</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>4</u>
Total Instructional Hours	<u>16</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 21**  
PATROL TECHNIQUES

**Effective date of outline: JULY 1, 2018**

I. LEARNING NEED

To safely and effectively fulfill their duties of public protection and service, peace officers must be able to develop appropriate law enforcement patrol strategies under a wide variety of circumstances and conditions.

LEARNING OBJECTIVES

- A. Discuss patrol strategies officers may employ to provide protection and service within their assigned areas of patrol, to include:
  - 1. Preventative
    - a. High visibility to discourage unwanted or illegal activity
  - 2. Directed enforcement
    - a. Concentration of patrol on particular circumstances, persons or problem areas
- B. Discuss considerations for selecting a patrol strategy
  - 1. Public visibility, criminal activity, and existence of problem
  - 2. Environmental conditions, area demographics
  - 3. Community Resources and department resources
- C. Select appropriate actions for peace officers who are conducting security checks
  - 1. Cover as much area as possible
  - 2. Pay attention to high risk areas
  - 3. Vary patrol patterns and routines
  - 4. Employ appropriate tactics and equipment
  - 5. Implement additional patrol methods (foot and bike patrol)
- D. Distinguish between the roles and responsibilities of contact and cover officers
  - 1. Contact officer initiates action
  - 2. Cover officer responsible for surveillance and control
  - 3. So contact officer can complete investigation
- E. Select appropriate actions officers should take to maintain their own safety and the safety of others while on patrol
  - 1. Mentally prepared
  - 2. Maintain physical and tactical skills
  - 3. Ask for backup when necessary

## II. LEARNING NEED

To maintain flexibility and effectiveness, peace officers need to know the basic tactics and procedures of patrol.

### LEARNING OBJECTIVES

- A. Describe patrol officer responsibilities when preparing for each patrol assignment, to include:
  - 1. Checking all personal equipment
  - 2. Acquiring any necessary information and materials/supplies
  - 3. Inspecting each piece of equipment issued at beginning of shift
  - 4. Mental preparation
- B. Discuss tactical considerations and guidelines for patrolling effectively:
  - 1. Determining appropriate speed
  - 2. Patrol vehicle placement
  - 3. Avoiding silhouetting and telltale noise
- C. Demonstrate proper procedures for transmitting and receiving a radio communication
  - 1. Accuracy
  - 2. Brevity
  - 3. Courtesy
- D. Discuss information an officer should include when generating a crime broadcast
  - 1. Incident specifics
  - 2. Victim/relation
  - 3. Suspect related/description
  - 4. Vehicle/description
  - 5. Weapon/type
  - 6. Description of loss
  - 7. Action to be taken
- E. Demonstrate safe and effective tactics for approaching and detaining a pedestrian subject
  - 1. Use field interview position
  - 2. Keep gun hand free
  - 3. Be mindful of surroundings
  - 4. Be aware of subjects hands, size, and demeanor
- F. Select appropriate actions when encountering a plainclothes/undercover officer while on patrol
  - 1. Do not show recognition towards officer
  - 2. Do not draw attention to undercover officer
  - 3. Treat undercover officer same as individuals in the group
- G. Discuss safe and effective tactics for initiating a foot pursuit of a fleeing subject
  - 1. Plan of action and working with partner/communication
  - 2. Awareness of surroundings (terrain, visibility, blind corners)
  - 3. Do not pursue into vacant building
  - 4. Use of perimeters

### III. REQUIRED TESTS

- A. A scenario test that requires the student to demonstrate, by application, proficiency of a pedestrian approach. At a minimum, the test shall evaluate the following competencies:
1. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
  2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
  3. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
  4. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
  5. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
  6. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

### IV. REQUIRED LEARNING ACTIVITY

- A. The student will participate in a learning activity that reinforces the student's ability to observe an event and after a short delay, describe, either verbally or in writing, the nature of the event and any pertinent observations made, including:
1. The nature of the event (what appears to have occurred)
  2. Physical descriptions of persons involved, if applicable
  3. Statements made by the involved parties, if any
  4. Any differences in perception among the students who observed the incident
- B. The student will participate in a learning activity that reinforces the student's ability to initiate a radio broadcast using proper procedures and techniques of radio communications which minimally include:
1. Unit identification
  2. Type of incident and location
  3. Number of suspects with complete known description
  4. Description of loss, if any
  5. Weapon(s) used, if any
  6. Time, direction of flight, and vehicle description

Description	Hours
POST Minimum Required Hours	<u>12</u>
Agency Specific Hours	<u>4</u>
Total Instructional Hours	<u>16</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 22**  
VEHICLE PULLOVERS

Effective date of outline: **JULY 1, 2018**

I. LEARNING NEED

Peace officers must recognize the inherent risks involved when conducting a vehicle pullover in order to take the appropriate precautions necessary to ensure their own safety as well as the safety of others.

LEARNING OBJECTIVES

- A. Describe the three basic categories of vehicle pullovers, to include:
  - 1. Traffic enforcement pullover
    - a. Belief driver committed a traffic infraction
    - b. No objective reason to believe the occupants represent an unusual risk
    - c. Expectation stop would result in a citation
  - 2. Investigative pullover
    - a. Expectation involves less risk than high risk, but more than enforcement
    - b. Belief that occupants have or are about to engage in criminal activity
    - c. Expectation stop would involve investigation
  - 3. High-risk pullover
    - a. Belief occupants may be armed, committed a felony,
    - b. Represent a serious threat to officer
  
- B. Describe the inherent risks to officer safety that are associated with conducting a vehicle pullover
  - 1. Unpredictable actions by violator
  - 2. Unknown identity of the violator
  - 3. Dangerous environmental conditions
  - 4. Varying road conditions, other vehicles on the roadway
  
- C. Demonstrate appropriate actions officers can take to maintain their own safety and the safety of others while conducting a vehicle pullover
  - 1. Be aware suspects have guns
  - 2. Call in contacts
  - 3. Maintain position of advantage
  - 4. Consider varying vehicle approach and know your location

II. LEARNING NEED

Peace officers must understand the techniques for conducting tactically sound vehicle pullovers

LEARNING OBJECTIVES

- A. Demonstrate safety techniques when initiating a vehicle pullover, including:
  - 1. Selecting an appropriate location



- a. Safety factors (e.g., out of the flow of traffic)
  - b. Visibility to passing traffic
  - c. Avoidance of potentially hostile environments
  - d. Lighting/illumination
  - e. Possible escape routes
  - f. Availability of cover and concealment
2. Communicating with dispatch
    - a. Location and direction of travel;
    - b. License number and vehicle description
    - c. Legal justification or nature of stop
    - d. Any other pertinent information (weapons, number of occupants)
  3. Getting the attention of the driver of the target vehicle
    - a. Lights (e.g., emergency lights, headlights, spotlights)
    - b. Hand gestures
    - c. Horn/audible devices
    - d. Siren
    - e. Maintaining appropriate distance from target vehicle prior to initiating the pullover
- B. Demonstrate appropriate actions for the safe and tactical placement of the patrol unit
1. Offset position
  2. Spotlight on drivers mirror
  3. Spotlight on rearview mirror
- C. Apply appropriate procedures for exiting the patrol unit
1. Safely and as quickly as possible
- D. Demonstrate appropriate safety precautions patrol officers should take when approaching a target vehicle on foot
1. Be aware of passing traffic
  2. Observe occupants in target vehicle
  3. Be aware of surrounding and keep gun hand free
  4. Use flashlight sparingly
- E. Distinguish between the advantages and disadvantages of a driver side approach, a passenger side approach and a non-approach to a target vehicle
1. Drivers side-direct and quickest path, direct contact with driver
  2. Passenger side-officer is away from passing traffic, quick retreat, provides element of surprise, allows opportunity to adjust and modify position
  3. Non approach-violators actions can be constantly monitored
- F. Demonstrate appropriate positioning for patrol officers when making face to face contact with the driver of a target vehicle
1. Behind of trailing edge of driver's side door
  2. Forces person to look back towards officer

3. Makes it more difficult to point weapon at officer
  4. Prevents officer from being knocked down
- G. Demonstrate the process for conducting a vehicle stop driver contact, to include:
1. Greeting
  2. Identifying self and department
  3. Requesting driver's license, registration, proof of insurance
  4. Explaining the reason for the stop
  5. Making a decision to warn, cite or arrest
  6. Closing, appropriate to decision
- H. Demonstrate appropriate procedures and communication techniques for directing the driver and occupants out of a target vehicle
1. Occupants exit one at a time, monitor each persons' movements,
  2. Keep hands in view, conduct lawful search
  3. Maintain control of driver/occupants movements
- I. Apply appropriate procedures for checking the validity and authenticity of a driver's license or other form of personal identification
1. Look for changed photographs
  2. Lamination
  3. Lack of seal
  4. Confirmation with dispatch

### III. LEARNING NEED

Peace officers must recognize situations involving high level of risks in order to apply appropriate tactical actions during a vehicle pullover.

#### LEARNING OBJECTIVES

- A. Demonstrate officer safety precautions that should be taken during any high-risk vehicle pullover
1. Use of appropriate resources
  2. Use of cover and concealment
  3. Maintain position of advantage
- B. Discuss appropriate actions for cover officers who are called to assist the primary officer during a high-risk vehicle pullover
1. Protect primary officer
  2. Proper vehicle placement
  3. Maintain proper position of cover and concealment
  4. Firearms at ready
  5. Visual contact with occupants and avoid crossfire
- C. Demonstrate tactics for conducting a safe and effective high-risk vehicle pullover
1. Develop action plan
  2. Initiate pull over

3. Direct action of vehicle occupant
4. Order occupant from vehicle
5. Establish physical control of occupant
6. Clear target vehicle of occupants

D. Discuss officer safety considerations when searching the target vehicle, including:

1. Use of available cover officer(s)
2. Types of objects sought and likely locations
3. Potential hazards (e.g., needles, edged weapons, etc.)
4. A systematic search process
  - a. Interior
  - b. Exterior

#### IV. LEARNING NEED

Peace officers must make appropriate safety and tactical adjustments when conducting pullovers involving vehicles other than passenger cars and pickup trucks.

#### LEARNING OBJECTIVES

A. Explain appropriate safety and tactical considerations when conducting vehicle pullovers involving:

1. Vans, campers, and motor homes
2. Motorcycles
3. Buses and semi-trucks

#### V. REQUIRED TESTS

A. A scenario test that requires the student to demonstrate, by application, proficiency of a simulated vehicle pullover during the hours of darkness (as defined in Vehicle Code Section 280). At a minimum, the test shall evaluate the following competencies:

1. Police Vehicle Operation – The ability to operate a patrol vehicle in a safe and efficient manner and to position the vehicle appropriate to the situation.
2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
3. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing to consensual encounters, detentions, and arrests.
4. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
5. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

## VI. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity depicting a situation in which the subject is initially noncompliant with verbal instructions to sign the citation. The student will demonstrate the communication skills to resolve the conflict including:
1. Making an “ethical appeal” based upon a peace officer’s professional presence and providing the subject with an opportunity to voluntarily comply (asking)
  2. Identifying the law, policy, or rationale that applies to the situation, answering the subject’s implied question “why?,” and providing another opportunity for the subject to voluntarily comply (setting context)
  3. Explaining the options or courses of action which could be taken by the peace officer and their potential personal consequences to the subject, and providing the subject with yet another opportunity to voluntarily comply (presenting options)
  4. Taking the action appropriate to the situation if the subject fails to voluntarily comply (e.g., arrest)
- B. The student will participate in a learning activity involving a vehicle stop. The student will demonstrate the following:
1. Greeting
  2. Identifying self and department
  3. Requesting driver’s license, registration, and proof of insurance
  4. Explaining the reason for the stop
  5. Making decision to warn, cite, or arrest
  6. Closing appropriate to decision
- C. The student will participate in a learning activity, with one or more students acting as a team that simulates a high-risk vehicle stop. The high-risk stop will minimally include:
1. Identify violation/suspect
  2. Request and coordinate responding units
  3. Select appropriate location for the stop
  4. Advise dispatch of stop information
  5. Activate emergency equipment
  6. Patrol vehicle position
  7. Communication (dispatch/suspects/other officers)
  8. Safe and effective tactics to secure suspect(s) and vehicle
- D. The student will participate in one or more learning activities from the POST-developed *Instructor’s Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding vehicle pullovers. At a minimum, each activity, or a combination of activities must address the following topics:
1. Exercise of effective problem solving, communication and officer safety during vehicle stops
  2. Use of an appropriate ethical decision-making process to demonstrate “equal protection of the law”
  3. How the community may view vehicle pullover tactics as a function of the policing mission

4. How peace officers may educate community members on the purpose of vehicle pullovers

Description	Hours
POST Minimum Required Hours	<u>14</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>0</u>
Total Instructional Hours	<u>14</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 23**  
CRIMES IN PROGRESS

**Effective date of outline: JULY 1, 2018**

I. LEARNING NEED

Peace officers must recognize that their first responsibility when responding to a crime in progress is to protect their own safety and that of others.

LEARNING OBJECTIVES

- A. Explain the importance of wearing soft personal body armor while on patrol
  - 1. Adds protection against threats
- B. Distinguish between officer safety and officer survival, including:
  - 1. Current patterns related to deaths and assaults on peace officers
  - 2. The concept of “will to survive”
  - 3. Officer actions after being wounded
  - 4. Officer as hostage
  - 5. Officer actions in counter-ambush incidents when on foot
  - 6. Officer actions in counter-ambush incidents when in a patrol vehicle

II. LEARNING NEED

To respond effectively and safely to a crime in progress, peace officers need to use appropriate strategies and tactics.

LEARNING OBJECTIVES

- A. Discuss the elements of a tactical approach to a crime in progress including:
  - 1. Nature of the crime
  - 2. Use and nonuse of warning lights and siren
  - 3. Appropriate communication to agency
  - 4. Uses cover and concealment upon arrival
- B. Explain the primary purposes for establishing crime scene perimeters
  - 1. Contains and isolates the scene
  - 2. Prevents suspects from escape
  - 3. Prevents unauthorized entry into area
  - 4. Aids in apprehension
- C. Demonstrate appropriate actions when conducting a search for suspects, including:
  - 1. Preparing to enter the area to be searched
  - 2. Initiating owner contact, if applicable
  - 3. Communicating (e.g., announcement to potential suspects, contact with other units)

4. Using lighting
5. Using canines/special units
6. Using cover officers
7. Making a tactically sound entry
8. Conducting a systematic search
9. Confronting a suspect during the search
10. Using proper arrest techniques

### III. LEARNING NEED

Some types of crimes in progress require officers to plan and execute specific arrival, approach, communication, and search tactics. Planning and patience are critical to achieving safe and successful outcomes.

#### LEARNING OBJECTIVES

- A. Demonstrate effective officer actions for the safe and tactical response to crimes in progress involving:
  1. Shots fired
  2. Burglaries
  3. Robberies

### IV. LEARNING NEED

To ensure the highest chance of survival and the safest possible outcome for all involved individuals, officers must recognize the dangers associated with high-risk situations and employ effective tactics.

#### LEARNING OBJECTIVES

- A. Demonstrate effective officer actions for the safe and tactical response involving:
  1. Barricaded suspects/hostages
  2. Violent suspects
  3. Rapid deployment to a deadly encounter (Active Shooter)
  4. Officer ambush/sniper attacks
  5. Officer-down calls
  6. Suspicious Persons
- B. Discuss factors an officer should consider before becoming involved in any law enforcement action while off-duty
  1. Family members and friends might be present
  2. Tactical limitations
  3. Lack of communication
  4. Suspect not consider you an officer
  5. Responding officers may not recognize you

## V. REQUIRED TESTS

- A. A scenario test that requires the student to demonstrate proficiency in reacting to a simulated ambush. At a minimum, the test shall evaluate the following competencies:
1. Use of Force – The ability to distinguish and apply reasonable force options in given circumstances.
  2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
  3. Officer Safety – The demonstration of situational and tactical awareness and appropriate response.
  4. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
  5. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

- B. A scenario test that requires the student to demonstrate proficiency in responding to and investigating a simulated incident involving one or more suspects concealed in a building. At minimum, the test shall evaluate the following competencies:
1. Use of Force – The ability to distinguish and apply reasonable force options in given circumstances.
  2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
  3. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
  4. Officer Safety – The demonstration of situational and tactical awareness and appropriate response.
  5. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

- C. A scenario test that requires the student to demonstrate proficiency in responding to and investigating simulated crime in progress. At a minimum, the test shall evaluate the following competencies:



1. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
2. Leadership - The practice of influencing people, while using ethical values and goals to produce an intended change.
3. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
4. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
5. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
6. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
7. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

D. A scenario test that requires the student to demonstrate proficiency in responding to and investigating simulated suspicious person(s). At a minimum, the test shall evaluate the following competencies:

1. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
3. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing to consensual encounters, detentions, and arrests.
4. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
5. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
6. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

## VI. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity that reinforces an understanding of law enforcement response to a variety of high-risk-situations, including:
1. Person with a gun
  2. Shots-fired call
  3. Officer down
  4. Suspicious circumstances
  5. Suicidal person
- B. The student will participate in a learning activity that presents a series of drawings, sketches, photographs or other visual depictions of locations where a crime is allegedly in progress. The student will indicate, either verbally or in writing:
1. A suggested approach to the location
  2. An effective placement of perimeter units
  3. An acceptable scene search pattern
- C. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding crimes in progress. At a minimum, each activity, or a combination of activities must address the following topics:
1. Characteristics of power and authority and their influence on how an officer responds to and investigates crimes in progress
  2. Effective decision making to enhance tactical readiness
  3. How modeling positive behavior reflects on the officer and the officer's agency when the behavior is witnessed by members of the community

Description	Hours
POST Minimum Required Hours	<u>20</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>20</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 24**  
HANDLING DISPUTES/CROWD CONTROL

**Effective date of outline: JULY 1, 2018**

**I. LEARNING NEED**

When called to handle a dispute, peace officers must be aware of their responsibility to keep the peace in order to prevent a civil matter from escalating into criminal activity that could threaten the safety of officers and the persons involved.

**LEARNING OBJECTIVES**

- A. Explain the responsibilities of peace officers at the scene of a dispute
  - 1. Keep the peace
  - 2. Restore order
  - 3. Determine if a crime has taken place
- B. Describe measures officers should take to protect their own safety and the safety of others when:
  - 1. Approaching
  - 2. Making initial contact
  - 3. Once inside a residence or area where a dispute is taking place
- C. Describe intervention techniques that can be used to protect the safety of officers, other persons, or property
  - 1. Presence and demeanor
  - 2. Verbal voice
  - 3. Physical contact and force

**II. LEARNING NEED**

Peace officers must develop appropriate skills for defusing, mediating and resolving disputes in order to protect their safety and the safety of others, as well as prevent the dispute from escalating.

**LEARNING OBJECTIVES**

- A. Explain appropriate techniques for defusing a potentially violent dispute
  - 1. Separate involved parties
  - 2. Speak in calm firm tone
  - 3. Distract individual
  - 4. Pretend not to understand
  - 5. Use active listening
- B. Describe appropriate techniques for conducting a brief interview of the parties involved in a dispute
  - 1. Maintain control
  - 2. Ask appropriate questions

3. Remain impartial

- C. Summarize the steps involved in the problem solving process for mediating a dispute

1. Elicit suggestions
2. Discuss possible suggestions
3. Negotiate an agreement
4. Summarize agreement and encourage follow through

### III. LEARNING NEED

Peace officers must be aware of the nature of certain types of disputes, as well as the laws that pertain to each type in order to take the appropriate measures to resolve the dispute.

#### LEARNING OBJECTIVES

- A. Discuss safety considerations officers should be aware of when responding to a family dispute

1. Concealed weapons and household items
2. Drug or alcohol use
3. Officers may be unwelcome
4. Parties may turn on officer if family member is arrested

- B. Describe crimes associated with landlord/tenant disputes, including:

1. Tenant lockout/seizure of property
2. Vandalism
3. Unauthorized entry
4. Disruption of utility services
5. Re-entry following a lawful eviction

- C. Explain peace officers' role when called to a dispute involving a repossession

1. Vehicle
2. Property

- D. Determine when possession is complete in the course of a repossession

1. Vehicle
2. Property

### IV. LEARNING NEED

Peace officers must have a clear understanding of the individual's rights and protections regarding free speech and assembly, along with the dynamics of the types of crowds that may form for the purpose of exercising those rights.

#### LEARNING OBJECTIVES

- A. Explain peace officer responsibilities regarding the protection of an individual's right to free speech and assembly

1. To protect and uphold an individual's right to free speech and assembly

2. To protect the lives and property of all people

B. Discuss the role of law enforcement regarding crowd control

1. Protection of constitutional rights
2. Fair and impartial enforcement
3. Protection of vital facilities
4. Safety of public and officers
5. Prevent disruption of commerce

C. Describe psychological factors associated with crowd behavior

1. Group identity
2. Group cohesiveness
3. Group induced anonymity

D. Discuss the phases of crowd development from a casual gathering through the development of a riot

1. Grouping, interaction, volume, overt act, mimicking

E. Discuss the three primary roles individuals play within a crowd

1. Leaders
2. Aggressors
3. Followers and on-lookers

## V. LEARNING NEED

Peace officers need to understand the tactical principles involved in the management and control of crowds in order to ensure the protection of the First Amendment rights of the crowd, and the safety of the entire community.

### LEARNING OBJECTIVES

A. Describe the phases of riot development

1. Grouping
2. Interaction
3. Volume
4. Overt act
5. Mimicking

B. Explain the primary law enforcement objective of:

1. Crowd management
2. Crowd control
3. Riot control

C. Apply common riot control formations used by law enforcement

1. Skirmish line
2. Wedge/Vee
3. Diagonal

4. Column
5. Arrest/rescue formations (e.g., circle)

VI. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a facilitated discussion on how to legally and procedurally respond to a variety of disputes which minimally include the following:
1. Lockout or other landlord/tenant conflict
  2. Repossession
  3. Neighborhood or business conflict
  4. Family conflict (non-domestic violence incident)

The following issues should be discussed in connection with each of the dispute situations:

1. Maintaining officer safety
2. Providing safety to individuals and property
3. Applying appropriate defusing strategies
4. If appropriate, separating parties
5. Keeping the peace
6. Determining if a crime has been committed
7. Attempting to find solutions to the problem
8. Applying effective communication skills
9. Demonstrating responsibility and professionalism

- B. The student will participate in a crowd control simulation incorporating the following concepts and tactics:

1. Containment
2. Isolation
3. Dispersal
4. Crowd control formations which include:
  - a. Skirmish line
  - b. Wedge/Vee
  - c. Diagonal
  - d. Column
  - e. Arrest/rescue movements (e.g., circle)

Description	Hours
POST Minimum Required Hours	<u>8</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>8</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 25**  
DOMESTIC VIOLENCE

**Effective date of outline: JULY 1, 2018**

I. LEARNING NEED

To effectively carry out their responsibilities, peace officers need a basic knowledge of legal definitions, terminology and applicable Penal Code Sections as well as an understanding of how to classify the crimes that may lead to arrests.

LEARNING OBJECTIVES

- A. Recall the definition of domestic violence (Penal Code Section 13700)
  - 1. Willful infliction of corporal injury upon
  - 2. Spouse, formal spouse, cohabitant, former cohabitant,
  - 3. Or any person who is parent of their child
  - 4. Must result in traumatic condition
  
- B. Recognize the crime elements required to arrest a suspect for the following crimes as applied to domestic violence incidents:
  - 1. Willful infliction of corporal injury
  - 2. Battery
  - 3. Stalking
  - 4. Malicious destruction of telephone, telegraph, cable television, or electrical lines
  - 5. Preventing or dissuading a witness or a victim from testifying
  - 6. Criminal threats
  - 7. Spousal rape
  
- C. Recognize the crime classification for each crime that may result from a domestic violence incident as a misdemeanor or felony
  - 1. Willful infliction of corporal injury is a felony
  - 2. Criminal threats is a felony
  - 3. Stalking is felony
  - 4. Malicious destruction of a telephone, telegraph, cable television, or electrical lines is a felony
  - 5. Preventing or dissuading a witness or victim from testifying is a felony
  - 6. Battery as applied to domestic violence is a misdemeanor
  - 7. Spousal rape is a felony

II. LEARNING NEED

Domestic violence causes tremendous harm to victims and society as a whole. Each member in an abusive or violent household suffers physically and/or emotionally, and often violence is spread from one generation to the next. Current law affords peace officers greater opportunity to assist victims, and provides protection and education to help stop the cycle of violence.

## LEARNING OBJECTIVES

- A. Identify common characteristics of a victim and a batterer
  - 1. Batterer uses violence as a tool for power, may have low self-esteem, often witnessed violence as a child and avoids responsibility for violent behavior.
  - 2. Victim may have physical injuries, low self-esteem, suffer from emotional trauma, fears future violence, damaged self-image
- B. Identify a peace officer's role in reducing domestic violence
  - 1. Increase the chance of successful prosecution
  - 2. Decrease repeat calls
  - 3. Provide resolution and closure

## III. LEARNING NEED

When peace officers respond to a domestic violence call, it is essential that they proceed cautiously to ensure the protection of all people involved.

## LEARNING OBJECTIVES

- A. Recognize the initial process for responding to a domestic violence call
  - 1. Confirm address, obtain call history for location
  - 2. Obtain history of parties, make tactical approach
  - 3. Observe and listen at the door, determine number of parties involved
  - 4. Nature of dispute, level of aggression, need for additional resources
  - 5. Stand aside a door and knock and identify self as peace officer
- B. Recognize under what circumstances an arrest should be made
  - 1. When there is probable cause to believe a crime has occurred
  - 2. And that an offense has been committed.
- C. Identify physical evidence to be collected
  - 1. Photos of injury
  - 2. Crime scene location
  - 3. Blood samples
  - 4. Torn clothing, hair and fibers
  - 5. Firearms, weapons, damaged or overturned items
- D. Recognize procedures for seizing firearms or other deadly weapons
  - 1. Office must take temporary custody of firearms/deadly weapons
  - 2. Must give a receipt
- E. Discuss resources available for victim protection
  - 1. EPO, TRO, OAH
  - 2. Shelter information/advocacy services
  - 3. Court stay away orders, workplace violent restraining orders



#### IV. LEARNING NEED

When there is a court order involving domestic violence, it must be verified and enforced following specific procedures.

##### LEARNING OBJECTIVES

- A. Identify the differences between the types of court orders to include:
  - 1. Criminal protective/stay-away orders
  - 2. Emergency Protective Orders
  - 3. Restraining orders
- B. Identify the validity of a restraining order
  - 1. Must have court stamp
  - 2. Case control number and expiration
  - 3. Protected persons and restrained persons info
  - 4. Judge's signature and proof of service
- C. Identify the purpose for obtaining an Emergency Protective Order
  - 1. To protect a person who is in immediate danger
  - 2. From domestic violence
  - 3. Also can protect family members
- D. Demonstrate how to enforce a court order
  - 1. Make sure it is valid
  - 2. Make arrest if probable cause is determined
  - 3. Document the incident

#### V. LEARNING NEED

A comprehensive investigation includes the collection of evidence and the documentation of events, resulting in a detailed report of the domestic violence incident and investigative action.

##### LEARNING OBJECTIVES

- A. Identify what information needs to be documented in a report
  - 1. Drug or alcohol influence
  - 2. Previous calls
  - 3. Firearms seizure
  - 4. Firearms were present
  - 5. Photo evidence
- B. Identify how the peace officer can provide support for the victim
  - 1. Provide resource information
  - 2. Advise victim of availability of protective orders
  - 3. Inform victim about victim witness services

## VI. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 3.
- E. A scenario test that requires the student to demonstrate proficiency in responding to investigating a simulated domestic violence incident. At a minimum, the test shall evaluate the following competencies:
  - 1. Conflict Resolution - The ability to mediate disagreements by resolving a conflict using appropriate communication skills.
  - 2. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
  - 3. Leadership - The practice of influencing people, while using ethical values and goals to produce an intended change.
  - 4. Problem Solving/Decision - Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
  - 5. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
  - 6. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
  - 7. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
  - 8. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

## VII. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a Learning Activity relating to proper response to a domestic violence incident to include:
  - 1. Felony arrests
  - 2. Misdemeanor arrests
  - 3. Use of citizen arrests
  - 4. Verification and enforcement of temporary restraining orders when the suspect is present and when the suspect has fled
  - 5. Verification and enforcement of stay-away orders
  - 6. Cite-and-release policies
  - 7. Emergency assistance to victims to include medical care, transportation to a shelter, and law enforcement standbys for the removal of personal property

8. Assistance to victims in pursuing criminal options to include giving the report number and directing the victim to the proper investigative unit
  9. Providing information card with local resources to victims at the scene
- B. The student will participate in a Learning Activity requiring them to demonstrate the knowledge and ability to obtain an Emergency Protective Order (EPO).
1. Who is eligible for an EPO
  2. Legal authority
  3. Procedures for obtaining an EPO
  4. Completion of the appropriate documentation
  5. Scope and duration of the EPO
  6. Service of the EPO
  7. Data entry of the EPO into the Domestic Violence Restraining Order System (DVROS)
  8. Distribution of forms
- C. The student will participate in one or more Learning Activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding domestic violence.

At a minimum, each activity, or combination of activities must address the following topics:

1. Application of SARA or other problem solving model (e.g., PBL) to identify crime elements, analyze known facts, develop and implement an appropriate response, and assess the effectiveness of the response
2. Knowledge of available community resources or referrals for victims and others involved in a domestic violence incident
3. How collaboration with the community builds trust and confidence in policing efforts
4. Discretion, flexibility and conflict resolution skills
5. Influence of officer's demeanor on persons present at the scene

Description	Hours
POST Minimum Required Hours	<u>10</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>10</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 26**  
UNUSUAL OCCURRENCES

**Effective date of outline: JULY 1, 2018**

**I. LEARNING NEED**

To protect the public, peace officers must be able to identify unusual occurrences and respond rapidly, safely, and efficiently based on the situation.

**LEARNING OBJECTIVES**

- A. Recall the definition of unusual occurrences
  - 1. An unscheduled event
  - 2. Involving potential injury or property damage
  - 3. Which requires a law enforcement response
- B. Identify the mission of law enforcement when responding to an unusual occurrence
  - 1. Establishing and maintaining law and order
  - 2. Identifying necessary resources
  - 3. Enforcing emergency rules and providing emergency care
- C. Identify the responsibilities of the first responding officer on the scene of an unusual occurrence, to include:
  - 1. Assuming initial command
  - 2. Establishing a perimeter/protecting the incident location
  - 3. Isolating the hazard
  - 4. Maintaining ingress/egress control
  - 5. Initiating appropriate notifications
- D. Identify the purpose of the Incident Command System (ICS), including:
  - 1. Responsibilities of the initial responding officer
  - 2. Basic components of the Incident Command System (ICS)
  - 3. Basic components of the National Incident Management System (NIMS)

**II. LEARNING NEED**

Responding to unusual occurrences, peace officers may be called upon to act quickly in situations involving fires or explosives. Officers must become familiar with the risks presented by these calls in order to respond safely and effectively.

**LEARNING OBJECTIVES**

- A. Recognize the appropriate methods for extinguishing each class of fire
  - 1. Pressurized water
  - 2. Carbon dioxide
  - 3. Dry chemical

4. All purpose
- B. Identify risk versus benefits/gains of entering a burning structure
    1. The structure itself, occupants, integrity, escape route
    2. Trapped individuals, number, age, likely hood to reach them
    3. Nature of the fire, location, hazardous conditions
  - C. Recognize appropriate actions for responding to incidents involving bombs/explosive threats
    1. Do not handle device
    2. Or suspected device
    3. Secure area make proper notifications
  - D. Recognize safety precautions officers should follow at the scene where a suspected bomb/explosive device has been located
    1. Ensure safety
    2. Secure the area
    3. Assume command
    4. Gather information, Document
  - E. Recognize appropriate actions for securing a scene where an explosive device has been located
    1. Establish and maintain perimeter
    2. Evacuate personnel to designated area
    3. Control ingress/egress
  - F. Identify the inherent dangers in a post-blast explosion scene
    1. Secondary devices/explosives
    2. Booby traps, structural weakness
    3. Broken gas mains, downed power lines
  - G. Recognize appropriate officer actions for securing a post-blast explosion scene
    1. Ensure safety
    2. Assume command
    3. Secure the area

### III. LEARNING NEED

Peace officers must become familiar with the risks presented by aircraft crashes and other unusual occurrences in order to respond safely and effectively to these types of incidents.

#### LEARNING OBJECTIVES

- A. Recognize appropriate officer actions when responding to an aircraft crash
  1. Maintain a safe position
  2. Conduct initial assessment
  3. Secure the area
  4. Assume command

- B. Recognize appropriate officer actions specific to other types of unusual occurrences, including:
1. Electrical power emergencies
  2. Hazardous road conditions
  3. Traffic device malfunctions
  4. Gas leaks
  5. Floods
  6. Animal control problems
  7. Earthquakes

IV. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a facilitated discussion on how the first officer on the scene should respond to minimize injuries, loss of life, and property damage. The depictions must minimally include the following types of actual or potential incidents:
1. Civilian aircraft crash
  2. Military aircraft crash
  3. Earthquake
  4. Flood
  5. Suspected explosive device or explosion
  6. Fires

Description	Hours
POST Minimum Required Hours	<u>4</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>4</u>
Total Instructional Hours	<u>8</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 27**  
MISSING PERSONS

Effective date of outline: **JULY 1, 2018**

I. LEARNING NEED

Peace officers need to understand their legal and professional obligations as well as the need for sensitivity and effective communication when responding to a missing persons investigation.

LEARNING OBJECTIVES

- A. State the statutory definition of:
  - 1. Missing person
  - 2. Child
- B. Discuss missing person statutes as specified in:
  - 1. California Penal Code
  - 2. California Welfare and Institutions Code

II. LEARNING NEED

Peace officers need to know how to obtain sufficient and accurate preliminary information from the reporting party.

LEARNING OBJECTIVES

- A. Explain the statutory requirements for accepting a missing person report
  - 1. Shall be accepted
  - 2. Without delay
  - 3. Regardless of jurisdiction
- B. Describe information that should be obtained, and steps taken by the initial responder to a report of a missing person, including:
  - 1. Verification that the report is for a missing person
  - 2. Classification of missing person case
  - 3. Determining at risk status
  - 4. Obtaining missing person description, recent photograph and release waiver
  - 5. Efforts to locate missing person
  - 6. Notification of a supervisor or investigator
  - 7. Other agency notifications
  - 8. Completion of the report
  - 9. BOLO broadcasts
  - 10. Entries to missing person information databases (e.g., MUPS)
  - 11. Amber Alert

- C. Describe the conditions that influence the level of law enforcement response to a report of a missing person.
  - 1. Age
  - 2. Family and social environment
  - 3. Missing person's knowledge of the area
  - 4. Suspicious circumstances
  - 5. Mental, emotional, medical or physical condition
  - 6. Weather/time of day
  - 7. Resources available to missing person
  - 8. Length of time person has been missing
  - 9. Parental custody status

### III. LEARNING NEED

Peace officers must know that a thorough preliminary investigation improves the chances of a missing person being located quickly and safely.

#### LEARNING OBJECTIVES

- A. Discuss areas that should be included in an initial search for a missing person
  - 1. Missing person's home
  - 2. Yard/immediate surrounding area
  - 3. Neighborhood, where last seen
- B. Describe how search considerations for a child might vary from those of an adult
  - 1. Adults have ability to travel farther, may leave a note
  - 2. Children usually stay within their safety zone
  - 3. Those that do usually don't do so by choice
- C. Explain a peace officer's primary responsibilities when responding to an abduction of a child by a parent/family member
  - 1. Take control of the situation
  - 2. Protect safety and well-being of the child
  - 3. Determine if either parties have "legal standing"
- D. Describe circumstances related to custody dispute situations when an officer may take a child into protective custody.
  - 1. If one parties is likely to conceal, flee, or evade authorities
  - 2. No lawful custodian available
  - 3. Conflicting custody orders, parties can't agree
- E. Discuss penal code notification requirements when peace officers locate a missing person.
  - 1. Cancel any automated systems entries
  - 2. Relay the information to reporting party and agency



Description	Hours
POST Minimum Required Hours	<u>4</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>4</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 28**  
TRAFFIC ENFORCEMENT

Effective date of outline: **JULY 1, 2018**

I. LEARNING NEED

Peace officers must know the principles of traffic law set forth in the California Vehicle Code to carry out their responsibilities in traffic enforcement.

LEARNING OBJECTIVES

- A. Explain the relevance of traffic enforcement to:
  - 1. Public safety and quality of life within a community
  - 2. Legally establish probable cause for accomplishing general law enforcement objectives.
- B. Explain the organization of information within the Vehicle Code
  - 1. Definitive sections
  - 2. Procedural sections
  - 3. Authoritative sections
  - 4. Punitive sections
  - 5. Table of contents
  - 6. Index
  - 7. Appendices

II. LEARNING NEED

Peace officers need to recognize their authority under the law and manage traffic effectively.

LEARNING OBJECTIVES

- A. Discuss Vehicle Code section(s) governing arrest
  - 1. May arrest with or without warrant when officer has probable cause to believe driver is under the influence
  - 2. May take into custody without a warrant if involved in a traffic accident observed in or about the vehicle
  - 3. Will not be apprehended unless immediately arrested
  - 4. May cause injury, damage property, or conceal or damage property
  - 5. Officer does not have to be present at time offense was committed
- B. Differentiate between mandatory and optional appearances before a magistrate
  - 1. Mandatory appearance when fails to present driver's license, refusal to sign ticket, demands immediate appearance before magistrate, or when charges with V.C. 23152
  - 2. There are a number of V.C. violations when appearance before a magistrate is optional (Officer has discretion)

- C. Recognize by common name and Vehicle Code section(s) violations involving failure to obey the lawful orders of a peace officer or designated employee
  - 1. V.C. 2800 – Drivers and pedestrians must obey lawful order by peace officer
- D. Demonstrate effective use of hand signals, flashlights and other warning devices to control traffic
  - 1. Hand signals - make eye contact with the driver and give one direction at a time
  - 2. Flashlights - do not stand in front of approaching vehicles, avoid blinding motorist with beam, and use florescent cone to enhance officer safety
  - 3. Flares - on shoulder, side of road or in traffic lane

### III. LEARNING NEED

Peace officers must know the elements of the laws governing motor vehicles, bicycles, and pedestrians.

#### LEARNING OBJECTIVES

- A. Recognize the elements and common names for traffic control signal and device violations involving:
  - 1. Red signal lights
  - 2. Stop signs
  - 3. Other traffic control signals and devices
- B. Recognize the elements and common names for right-of-way violations involving:
  - 1. Failure to yield the right-of-way
  - 2. Failure to yield to an emergency vehicle
- C. Recognize the elements and common names for rights and provisions involving bicyclists
  - 1. Riding under the influence
  - 2. Bicycle equipment
  - 3. Operation on a roadway
- D. Recognize the elements and common names for violations involving pedestrians
  - 1. Crosswalk violations
  - 2. Due care
  - 3. Abuse of right away
  - 4. Jaywalking
- E. Recognize the elements and common names for violations involving turning and signaling
  - 1. Signaling turns
  - 2. Available lanes
  - 3. Controlled intersections
  - 4. Intersections
  - 5. Turns onto highways
  - 6. U-turns
  - 7. Unobstructed views
  - 8. U-turns at controlled intersections
  - 9. Fire Stations

- F. Recognize the elements and common names for speed violations involving:
  - 1. Basic speed laws
  - 2. Maximum speed
- G. Recognize the elements and common names for driving and passing violations involving:
  - 1. Following too closely
  - 2. Unsafe lane change
  - 3. Passing on the right/left
  - 4. Passing a stopped school bus
- H. Recognize the elements and common names for public offense violations involving:
  - 1. Reckless driving
  - 2. Speed contests
  - 3. Hand-held wireless telephone
  - 4. Electronic wireless communications device
- I. Recognize the elements and common names for hit and run violations
  - 1. Felony hit and run
  - 2. Rendering aid
  - 3. Providing information
  - 4. No officer present
  - 5. Misdemeanor hit and run
  - 6. Runaway vehicle
- J. Recognize the elements and common names for basic motor vehicle licensing requirements
  - 1. Drive a motor vehicle on a highway
  - 2. Without being licensed
  - 3. Except persons expressly exempt
- K. Recognize the elements and common names for violations when driving with a suspended or revoked license
  - 1. Drive with suspended license for DUI, reckless driving, refusal to test
  - 2. Drivers must be notified of suspension
- L. Recognize the elements and common names for basic motor vehicle registration requirements
  - 1. Vehicles must be registered when on roadway
  - 2. All fees paid
  - 3. Includes driving, moving or leaving standing on roadway or any public parking facility
- M. Recognize the elements and common names for basic vehicle equipment requirements for motor vehicles driven upon highways
  - 1. Headlamps
  - 2. Stop lamps
  - 3. Turn lamps
  - 4. Horns
  - 5. Windshields
  - 6. Helmets

7. Seatbelts
8. Child restrains
9. Mirrors

#### IV. LEARNING NEED

Peace officers must know the legal authorities to impound and store vehicles as authorized in the Vehicle Code.

##### LEARNING OBJECTIVE

- A. Recognize a peace officer's legal authority to remove vehicles
  1. Storage
  2. Impound
  3. Authority sections

#### V. LEARNING NEED

Peace officers must know the laws to detect and apprehend drivers whose behavior indicates that they may be driving under the influence of alcohol and/or drugs.

##### LEARNING OBJECTIVES

- A. Recognize the elements and common names for violations involving the possession of alcoholic beverages in a motor vehicle
  1. Drinking while driving
  2. Possession of open container
  3. Open containers while driving
  4. Open container in vehicle
- B. Explain the meaning of the phrase "under the influence"
  1. As a result of using alcohol or drugs
  2. That persons physical and mental abilities
  3. Are impaired to a degree that the person no longer has the ability to drive a vehicle
  4. with the same caution of a sober person
- C. Recognize the elements and common names for violations involving Driving Under the Influence (DUI)
  1. Driving under the influence (DUI)
  2. Felony DUI
  3. Bicycles, drivers under 21
- D. Recognize driving that might indicate a driver of a vehicle may be under the influence of alcohol and/or drugs
  1. Movement
  2. Speed
  3. Position
  4. Driver action

- E. Recognize the indications of intoxication a peace officer may observe upon making contact with a driver
  - 1. General appearance
  - 2. Eyes and speech
  - 3. Attitude and actions
  
- F. Discuss medical conditions that may cause a person to appear intoxicated
  - 1. Fatigue
  - 2. Diabetes
  - 3. Previous traumatic head injuries
  - 4. Cerebral palsy or stroke
  
- G. Recognize appropriate peace officer actions if a subject refuses to cooperate in performing a Field Sobriety Test (FST)
  - 1. Make sure driver understands significance of refusal
  - 2. Document driver's refusal
  - 3. Testify to such in court
  
- H. Demonstrate FSTs that may be used to determine impairment, to include:
  - 1. Horizontal Gaze Nystagmus (HGN)
  - 2. One-Leg Stand (OLS)
  - 3. Walk & Turn (WAT)
  
- I. Discuss the primary elements included in the statutory admonition read to drivers who refuse to submit to chemical sobriety
  - 1. Consequences
  - 2. Choice
  - 3. Evidence
  - 4. Counsel
  - 5. Alternate test

## VI. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 3.

## VII. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity that will reinforce the student's understanding of definitions, laws and procedures related to DUI arrests, including:
  - 1. Legal definitions and terminology
  - 2. Vehicle Code sections and related statutes
  - 3. Detention and arrest procedures, the development of probable cause, reasonable suspicion, and field tests
  - 4. Evidence recognition, collection and preservation procedures

5. Report writing requirements
- B. The student will participate in a learning activity that will reinforce the student's understanding of techniques to effectively direct and control traffic using hand signals, flashlights and warning devices, including:
1. The procedures related to the use of hand signals and flashlights to safely control the stopping, starting or turning of vehicular and pedestrian traffic
  2. Other traffic control devices, vehicles, or other available equipment to safely control traffic movement
- C. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding traffic enforcement. At a minimum, each activity, or a combination of activities must address the following topics:
1. Application of a problem solving strategy to assess the underlying conditions and develop resolutions to community traffic safety issues
  2. Professional demeanor, fairness and effective communication during a traffic enforcement contact
  3. Initiative, discretion and decision-making when issuing citations and considering spirit versus letter of the law
- D. Given one or more video re-enactments depicting alcohol or drug impairment, or an equivalent number of simulations, scenarios, or role-play exercises provided by the presenter, the student will participate in a learning activity that addresses:
1. The ability to recognize valid indicators of impairment that establish probable cause for arrest
  2. The ability to describe and document the observed behaviors of the person impaired by alcohol or drugs
  3. The ability to present or critique testimony in court related to observation and documentation of impairment
- E. The student will participate in a learning activity that requires the student to conduct a FST that shall minimally test the student's ability to:
1. Articulate a proper location for the test and why that location is appropriate
  2. Articulate the objective observations of signs or symptoms of intoxication or drug use
  3. Explain and demonstrate a series of FST that may include a minimum of three of the following tests:
    - a. Proper techniques of balance
    - b. Divided attention
    - c. Memory
    - d. Coordination
    - e. Horizontal Gaze Nystagmus test(s)
  4. Document verbally or in writing the general observations and test observations that would support the reasonable belief that a person is under the influence of alcohol or drugs.

- F. The student will participate in a learning activity that requires the student to utilize the California Vehicle Code to identify traffic violations from presenter provided depictions of traffic violations. The student will, at minimum, identify:
- a. The Specific violation by common name and Vehicle Code section(s)
  - b. The crime classification
  - c. Options for resolution

Description	Hours
POST Minimum Required Hours	<u>16</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>16</u>



EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 29**  
TRAFFIC COLLISION INVESTIGATIONS

**Effective date of outline: JULY 1, 2018**

**I. LEARNING NEED**

Peace officers need to know how to effectively manage traffic collision scenes to ensure their safety, the safety of others and protect the integrity of the collision scene.

**LEARNING OBJECTIVES**

- A. Discuss safety hazards that officers should be aware of when approaching the scene of a traffic collision
  - 1. Fleeing vehicles/persons
  - 2. Existence of hazardous materials
  - 3. Conditions related to the collision
- B. Demonstrate appropriate peace officer actions when managing a vehicle collision scene, including:
  - 1. Caring for injured and involved parties
  - 2. Protecting the collision scene
  - 3. Collecting and preserving evidence

**II. LEARNING NEED**

To accurately determine the events and factors associated with a collision, peace officers must recognize the types and importance of evidence likely to be available at a collision scene.

**LEARNING OBJECTIVES**

- A. Distinguish between different types of physical evidence that may be located at a collision scene and recognize the type of information they may provide
  - 1. Debris, fluids
  - 2. Scratches, scrapes
  - 3. Gauges, grooves
  - 4. Chops, chips
  - 5. Tire marks
- B. Distinguish between a skid mark and a tire impression
  - 1. Skid mark is darkened roadway material left by a tire that is not free to rotate, sliding and skipping
  - 2. Tire impression mark left by a rotating tire that has gone through soft material or liquid
- C. Describe ways of linking a tire mark with a particular vehicle
  - 1. Condition

2. Width of tires related to width of tire mark
  3. Sidewall scuffing
  4. Determine the number and condition of grooves
  5. Vehicle position
- D. Classify the three causes of skid marks
1. Extreme deceleration
  2. Extreme acceleration
  3. Extreme change of direction
- E. Describe the variables to consider when determining the order of taking measurements at a vehicle collision scene
1. Items at risk or easily moved
  2. Items that will be moved
  3. Fixed objects
- F. Determine appropriate reference points/lines to use when taking measurements at a vehicle collision scene
1. Highway features
  2. Fixed objects
  3. Physical evidence, collision related points
- G. Distinguish between primary collision factor and associated collision factor
1. Primary collision factor is the one element or driving action which the officer describes as the primary or main cause
  2. Associated collision factor a vehicle code violation that contributed to the violation but was not the main cause

### III. LEARNING NEED

Evidence collected at a collision scene can be rendered useless or inadmissible if it is not properly documented. Peace officers must recognize and follow standardized documentation formats for traffic collisions to ensure that the evidence they collect is understandable and usable by other officers, and other agencies.

#### LEARNING OBJECTIVES

- A. Describe the components of standardized reporting formats used to document a collision
1. Face sheet
  2. Data sheet
  3. Narrative
  4. Collision sketch
  5. Factual diagram
- B. Distinguish between the types of collision documentation, including:
1. Collision investigation format
  2. Collision report format
- C. Prepare components of a traffic collision report, including:

1. Description of injuries
  2. Identification of involved parties and vehicles
  3. Time and location of collision events
  4. Chronology of the collision events
  5. Elements unique to hit-and-run and driving-under-the-influence collisions
  6. Primary and associated collision factors
  7. Area(s) of impact
  8. Scene sketch
- D. Distinguish between information to be included in the narrative of a collision investigation format under each of the following categories:
1. Facts
  2. Statements
  3. Opinions and conclusions
  4. Recommendations
- E. Distinguish between a collision sketch and a factual diagram
1. Collision sketch illustrates the investigating officers opinions that have been expressed in the narrative summary of the report
  2. Factual diagram enhances the facts presented in a collision investigation format narrative
- F. Prepare content features and elements to be included on a:
1. Collision scene sketch
    - a. Compass direction
    - b. Basic measurements of the roadway
    - c. Appropriate symbols/illustrations
    - d. Point(s) of impact/area(s) of impact
    - e. Travel paths of vehicles and parties involved
    - f. Reference points and direction
    - g. Terms labeled appropriately (parties, streets, signs, etc.)
  2. Factual diagram

#### IV. REQUIRED LEARNING ACTIVITIES

- A. Given a simulated traffic collision problem, the student will participate in a learning activity that will reinforce the student's understanding of traffic collision investigative techniques, including:
1. Determining compass direction
  2. Methods to determine the area(s) of impact
  3. Identification of physical evidence
  4. Scene measurement techniques
- B. The student will participate in a learning activity involving a traffic collision scene. The student will demonstrate the following:
1. An understanding of an officer's responsibilities at a traffic collision scene, including:
    - a. Protection of injured parties and the collision site
    - b. Performance of investigative tasks
    - c. Completion of a traffic collision report
  2. The ability to manage a traffic collision scene, including:

- a. Establishing scene priorities and developing a plan of action
  - b. Identifying and controlling scene hazards
  - c. Providing first aid for the injured parties
  - d. Protecting the collision site
  - e. Evaluating and requesting additional assistance, if needed
3. The ability to perform traffic collision investigative tasks, including:
- a. Identifying and preserving collision evidence
  - b. Information gathering and interviewing of involved parties or witnesses
  - c. Establishing the area(s) of impact
  - d. Determining the primary collision factor
4. The ability to complete a traffic collision report, including:
- a. Description of injuries
  - b. Identification of involved parties and vehicles
  - c. Time and location of collision events
  - d. Chronology of the collision events
  - e. Elements unique to hit and run and DUI collisions
  - f. Primary and associated collision factors
  - g. Area(s) of impact
  - h. Scene sketch
5. The ability to complete a legible traffic collision sketch that records the officer's opinion as to how the collision occurred which includes:
- a. Compass direction
  - b. Basic measurements of the roadway
  - c. Appropriate symbols/illustrations
  - d. Area(s) of impact
  - e. Travel paths of vehicles and parties involved
  - f. Reference points and direction
  - g. Items labeled appropriately (parties, streets, signs, etc.)

Description	Hours
POST Minimum Required Hours	<u>12</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>12</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 30**  
CRIME SCENES, EVIDENCE, AND FORENSICS

**Effective date of outline: JULY 1, 2018**

I. LEARNING NEED

Peace officers must have a general understanding of the total range of basic criminal investigation procedures in order to make the appropriate decisions regarding the identification and preservation of physical evidence at the scene of a crime.

LEARNING OBJECTIVES

- A. Identify the goal of a criminal investigation
  - 1. Successful prosecution
  - 2. Of the guilty
  - 3. Exoneration of the innocent
- B. Perform the steps of a preliminary criminal investigation, including:
  - 1. Proceed safely to the scene
  - 2. Determine need for emergency medical services and aid any injured persons
  - 3. Verify that a crime, if any, has occurred
  - 4. Identify and arrest the suspect(s), if appropriate
  - 5. As soon as possible, provide dispatch with any suspect information including physical descriptions, direction of flight, mode of travel, and other pertinent information
  - 6. Contain and protect the crime scene and cause the proper collection of physical evidence
  - 7. Locate and interview victim(s) and/or witness(es) and identify other sources of information
  - 8. Collect all available information necessary to write a clear and accurate report (who, what, when, where, why and how)
- C. Demonstrate actions peace officers may employ to preserve possible physical evidence at a crime scene
  - 1. Establish a perimeter and assigned personnel
  - 2. Place fixed barriers
  - 3. Maintain crime scene log
- D. Identify the primary purpose of the:
  - 1. Initial survey of a crime scene
  - 2. Crime scene search
- E. Identify criteria for allowing crime scene photographs to be admitted as evidence by the court
  - 1. Show an object or person relevant to the crime
  - 2. Accurate representation of the scene
  - 3. Properly marked
  - 4. Not used to appeal to emotions

- F. Identify elements to be included on a crime scene diagram
  - 1. Layout, measurements
  - 2. Feature locations
  - 3. Item relationships

## II. LEARNING NEED

Peace officers must be aware of and comply with the general guidelines for the collection, packaging, and processing of physical evidence found at a crime scene to ensure that each piece of evidence is admissible in a court of law.

### LEARNING OBJECTIVES

- A. Demonstrate appropriate precautions that should be taken prior to collection and removal of physical evidence from a crime scene
  - 1. Photograph evidence when found
  - 2. Diagram evidence location
  - 3. Take notes regarding evidence
  - 4. Wear appropriate clothing
- B. Identify the purpose of collecting control/known samples
  - 1. Control standard – demonstrate normal condition of object
  - 2. Known standard – compare with evidence from an unknown source
- C. Identify the primary reason for establishing a chain of custody record
  - 1. To ensure its validity
  - 2. And integrity
  - 3. In court
- D. Prepare the information that should be noted on a chain of custody record
  - 1. Report number and who found the item
  - 2. Where and when the item was found
  - 3. Description and who recovered, packaged and labeled the items
  - 4. Who transported, where it was taken, how secured
- E. Identify the three forms of fingerprint impressions that may be found at a crime scene
  - 1. Visible
  - 2. Plastic
  - 3. Latent
- F. Apply the basic steps for developing latent fingerprints
  - 1. Identifying location
  - 2. Prepare equipment
  - 3. Lightly dust
  - 4. Photograph in place
- G. Identify general guidelines for collecting and processing physical evidence that may be located at a crime scene

1. Follow agency guidelines, Document pertinent information
2. Appropriately package evidence, Process accordingly
3. Document collected evidence, collect package and process
4. Control/known standards

### III. REQUIRED TESTS

- A. A scenario test that requires the student to demonstrate proficiency in conducting a preliminary investigation of a felonious assault. At a minimum, the test shall evaluate the following competencies:
1. Problem Solving/Decision-Making - analyzing situations and implementing plans through one's actions to solve problems. Using verbal or physical skills to determine the appropriate resolution to a situation.
  2. Legal Authority/Individual Rights. The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
  3. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
  4. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

### IV. REQUIRED LEARNING ACTIVITIES

- A. A learning activity that requires the student to systematically search a simulated crime scene and generate crime scene notes and a crime scene sketch. The learning activity shall minimally test the student's ability to:
1. Use a systematic method to search the scene and recover all items of physical evidence
  2. Generate crime scene notes that document observations, scene conditions and investigative actions
  3. Generate a crime scene sketch that includes measurements, reference points, identification of evidence, a legend and the direction of north
  4. Locate latent and plastic prints placed on objects of varying texture and color
  5. Complete the necessary forms generally utilized by law enforcement to insure the chain of custody
- B. The student will participate in one or more learning activities from the POST – developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding crime scenes, evidence and forensics. At a minimum, each activity, or combination of activities must address the following topics:
1. Application of SARA or other problem solving model in the conduct of a thorough preliminary investigation
  2. How a peace officer may collaborate with the community to solve a crime and identify underlying conditions that contribute to the crime problem

3. Modeling ethical leadership by a peace officer in the performance of an investigation
4. Impact of an effective investigation on a peace officer's trustworthiness and credibility during courtroom testimony

Description	Hours
POST Minimum Required Hours	<u>12</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>12</u>



EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 31**  
CUSTODY

Effective date of outline: **JULY 1, 2018**

I. LEARNING NEED

Peace officers must know their responsibilities and liabilities for the care, custody, and safety of prisoners while ensuring their constitutional and statutory rights.

LEARNING OBJECTIVES

- A. Recall the definition of custody
  - 1. Immediate care
  - 2. Or charge of
  - 3. An arrested person
- B. Recognize general responsibilities an officer has for the care and custody of an arrested person
  - 1. Assure lawful basis for custody
  - 2. Protect constitutional and statutory rights
  - 3. Maintain care and custody until processed
  - 4. Maintain safety, follow necessary guidelines
- C. Recognize the liabilities for an officer who shows callous disregard for an arrested person's safety
  - 1. Departmental discipline
  - 2. State and federal prosecution
  - 3. Civil lawsuits
- D. Recognize the circumstances that ensure a legal basis for commitment to custody, including:
  - 1. Court documents (e.g., warrants, court orders, etc.)
  - 2. Parole and probation commitments
  - 3. Probable cause arrests
  - 4. Prisoners in transit
- E. Recognize constitutional rights and protections afforded to an arrested person while in an officer's charge
  - 1. First amendment
  - 2. Sixth amendment
  - 3. Eighth amendment
  - 4. Fourteenth amendment
- F. Recognize fatal errors officers can make that jeopardize their safety while performing custodial duties
  - 1. Tombstone courage, fatigue
  - 2. Bad position and attitude
  - 3. Ignoring danger signs, failure to watch hands
  - 4. Relaxing to soon and use of restraint devices

5. No or poor search, use of inoperative weapons

## II. LEARNING NEED

Peace officers must know the elements required to complete crimes involving the treatment of prisoners and to correctly categorize these crimes as misdemeanors or felonies.

### LEARNING OBJECTIVES

- A. Recognize the crime elements, required to complete the crime of:
  1. Assault of a prisoner under the color of authority
  2. Cruel or unusual treatment of prisoners
  3. Inhumane or oppressive treatment of a prisoner
- B. Identify the crime classification as a misdemeanor or felony
  1. Assault of a prisoner under the color of authority is a felony
  2. Cruel or unusual treatment of prisoners is a misdemeanor
  3. Inhumane or oppressive treatment of a prisoner is an infraction
- C. Recognize the crime of violation of a prisoner's civil rights
  1. PC 422.6(a) Depriving a person of their civil rights

## III. LEARNING NEED

Peace officers must know they are legally responsible for the safety, well being, and level of care prisoners receive while those prisoners are held in a custodial facility.

### LEARNING OBJECTIVES

- A. Recognize the crime elements for bringing a firearm, deadly weapon, or explosive into a detention facility
  1. Knowingly bring send or assist in
  2. Sending into a local detention facility
  3. Any firearm, deadly weapon, or explosive
- B. Identify the crime classification as a misdemeanor or felony
  1. It is a felony
- C. Recognize responsibilities of the arresting or transporting officer and custodial personnel regarding medical care prescreening of prisoners before being accepted into a local detention facility
  1. Officer is responsible for the security and well-being of all prisoners in their care including, seeking or providing medical care when necessary
  2. Must communicate with custodial personnel known, observes, or recognized signs of injury or illness
- D. Identify classes of prisoners who may require special care or protection
  1. Diabetic shock, head injuries, severe bleeding

2. Drug overdose, unresponsiveness or unconsciousness
3. Chest pains, disabled

#### IV. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a facilitated discussion, which relates to the legal responsibilities of a peace officer in the care and custody of an arrested person from the time of arrest to the transfer of responsibility to a local detention facility. At a minimum, the discussion must address:
1. Legal basis for the custody
  2. Pertinent laws relating to the care and custody of the arrested person
  3. Officer's responsibilities during intake
  4. Actions of custodial personnel upon receipt of the arrested person

Description	Hours
POST Minimum Required Hours	<u>2</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>0</u>
Total Instructional Hours	<u>2</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 32**  
LIFETIME FITNESS

**Effective date of outline: JULY 1, 2018**

I. LEARNING NEED

Officers need to know how to apply methods for evaluating and managing their physical fitness for a healthy lifestyle in order to safely and effectively perform peace officer duties.

LEARNING OBJECTIVES

- A. Discuss the components of a personal physical fitness program to include:
1. Cardiovascular
    - a. Aerobic
    - b. Anaerobic
  2. Muscular
    - a. Strength
    - b. Power
    - c. Endurance
  3. Flexibility/Stability/Mobility
  4. Core
  5. Acceleration and agility
  6. Body composition vs performance
  7. Recovery
- B. Discuss techniques for evaluating personal fitness in the areas of:
1. Cardiovascular
    - a. Aerobic
    - b. Anaerobic
  2. Muscular
    - a. Strength
    - b. Power
    - c. Endurance
  3. Flexibility/Stability/Mobility
  4. Core
  5. Acceleration and agility
  6. Body composition vs performance
  7. Recovery
- C. Describe appropriate measures for improving an officer's performance within each of the seven components of a personal fitness program
1. Aerobic intensity
  2. Calisthenics
  3. Stretching
- D. Discuss principles of physical conditioning, including:

1. Specificity
  2. Frequency
  3. Intensity
  4. Volume
  5. Active recovery
  6. Periodization/program design
    - a. Foundational phase
    - b. Conditioning phase
    - c. Peak performance phase
  7. Progression
- E. Describe minimum physical conditioning program requirements and components of a training session to include:
1. Warm-up
  2. Training phase
  3. Recovery
- F. Explain the two types of training injuries and appropriate treatment for each
1. Acute injuries – minor are self-treated by rest, ice, compression and elevation
  2. Chronic injuries – minor are self-treated by rest, ice, compression and elevation

## II. LEARNING NEED

Peace officers must recognize that proper nutrition is critical to maintaining body composition, physical conditioning, and reducing their risk of illness or injury.

### LEARNING OBJECTIVES

- A. Describe how to accomplish fitness goals using nutritional planning
1. Develop a nutrition plan
  2. Follow dietary changes
  3. Monitor calorie intake
- B. Discuss the role of supplementation and accomplishing fitness goals
1. Pre-exercise
  2. Post-exercise
  3. Between meals
  4. Meal replacement

## III. LEARNING NEED

Peace officers need to understand common health problems so they may use appropriate risk management techniques to ensure their health and physical fitness.

### LEARNING OBJECTIVES

- A. Discuss illnesses and injuries commonly associated with law enforcement officers
- B. Discuss strategies for the prevention of illnesses and injuries commonly associated with law enforcement officers

#### IV. LEARNING NEED

Peace officers must recognize the causes of stress and how to manage it effectively in order to protect their personal health and ensure their ability to perform their duties.

#### LEARNING OBJECTIVES

- A. Explain the signs and symptoms of elevated stress levels
  - 1. High blood pressure and headaches
  - 2. Shortness of breath and sleeping disorders
  - 3. Eating disorders, trembling hands, sweating
  - 4. Dizziness, nausea, sexual dysfunction
- B. Recognize that substance abuse is an inappropriate strategy for coping with physical and psychological stress
  - 1. Substance abuse can injure the body
  - 2. May have short and long term effects
- C. Describe the short and long term effects of abusing:
  - 1. Alcohol
  - 2. Tobacco
  - 3. Caffeine
  - 4. Supplements/performance enhancing drugs
  - 5. Prescription, nonprescription, and illegal drugs
- D. Explain the techniques for stress management
  - 1. Lifestyle modifications
  - 2. Professional interventions

#### V. REQUIRED TESTS

- A. The POST-developed Work Sample Test Battery (WSTB) or an equivalent physical abilities test approved by POST.
  - 1. Run a 99 yard obstacle course consisting of several sharp turns, a number of curb-height obstacles, and a 34 inch high obstacle that must be vaulted
  - 2. Lift or drag 165 pound lifelike dummy 32 feet
  - 3. Run 5 yards to a 6 foot chain link fence, climb over fence, continue running another 25 yards
  - 4. Run 5 yards to a 6 foot solid fence, climb over continue running another 25 yards
  - 5. Run 500 yards

#### VI. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a POST-approved physical conditioning program to include the following:

1. The program must consist of a minimum of 36 sessions
  2. The 36 required sessions must be conducted within a period of 10 to 14 consecutive weeks with a minimum of two sessions per week
  3. Each session must be a minimum of 60 minutes in length
  4. Each session must consist of a warm-up, a training period, and recovery
  5. Each student must participate in a minimum of 30 of the required 36 sessions
  6. Individual accommodations must meet the functional equivalency of all components of the training session
- B. The student will participate in a physical conditioning program designed to achieve proficiency in the following seven components:
1. Cardiovascular
    - a. Aerobic
    - b. Anaerobic
  2. Muscular
    - a. Strength
    - b. Power
    - c. Endurance
  3. Flexibility/stability/mobility
  4. Core
  5. Acceleration and agility
  6. Body composition vs performance
  7. Recovery
- C. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding health problems common to law enforcement officers and related risk reduction management techniques. At a minimum, the activity must address the following topics:
1. Illnesses and injuries commonly associated with law enforcement officers
  2. The short-term and long-term effects of using/abusing alcohol, tobacco and supplements/performance enhancing drugs
  3. The essential elements of lifetime fitness
- D. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding proper nutrition. At a minimum, the activity must address the following topics:
1. The relationship between the proportion of calories consumed from each food group and body composition
  2. The nutritional characteristics of different foods (e.g., grains, legumes, meat, fish, dairy products) and the use of food selection in body composition management
  3. The relationship between exercise and body composition management
- E. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding techniques used to evaluate physical

fitness. At a minimum, the activity must address techniques for evaluating the following types of physical fitness components:

1. Cardiovascular
  - a. Aerobic
  - b. Anaerobic
2. Muscular
  - a. Strength
  - b. Power
  - c. Endurance
3. Flexibility/stability/mobility
4. Core
5. Acceleration and agility
6. Body composition vs performance
7. Recovery

F. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding the principles of physical conditioning. At a minimum, the activity must address the following principles and techniques for developing a personal physical fitness program:

1. The relationship between the different components of physical fitness (i.e., cardiovascular, muscular, flexibility/stability/mobility, core, acceleration and agility, body composition vs performance, and recovery) and the physical conditioning activities that develop them
2. The basic principles of a physical conditioning program (e.g., specificity, frequency, intensity, volume, activity recovery, periodization/program design, and progression) and an exercise session (e.g., warm-up, training phase, recovery)
3. Calculating the aerobic heart rate training zone
4. The components of a comprehensive fitness program for the tactical athlete
5. Evaluation and treatment of training injuries

G. The student will participate in a learning activity, which requires them to take part in a physical fitness assessment during the foundational phase and the peak performance phase, which shall minimally include:

1. Performance of the WSTB
2. Push-ups
3. Bent knee sit-ups
4. 1.5 mile run
5. Body composition measurement

H. The student will participate in a learning activity, which requires them to train in techniques to tactically climb over the solid 6-foot wall wearing assigned/appropriate duty gear (e.g., duty belt with safety equipment, ballistic vest, utility uniform, duty footwear, etc.). The learning activity will provide the student with multiple opportunities to complete the solid fence climb in a tactically safe manner.



Description	Hours
POST Minimum Required Hours	<u>40</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>44.5</u>
Total Instructional Hours	<u>84.5</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 33**  
ARREST AND CONTROL

Effective date of outline: **JULY 1, 2018**

I. LEARNING NEED

For their own safety and the safety of others, peace officers must maintain awareness and respond appropriately when confronted by a potential hazard or threat.

LEARNING OBJECTIVES

- A. Demonstrate principles of arrest and control, to include:
  - 1. Awareness
  - 2. Balance
  - 3. Control
- B. Describe the areas of the body which require maximum protection during an attack
  - 1. Skull
  - 2. Neck
  - 3. Throat
  - 4. Spine
  - 5. Kidney
  - 6. Joints
  - 7. Groin
- C. Describe parts of an officer's body that may be used as personal weapons during an arrest/detention to control a combative and/or resistive subject
  - 1. Head, hands
  - 2. Arms, legs
  - 3. Feet

II. LEARNING NEED

Conducting a person search can be dangerous for peace officers. A peace officer's actions and reactions in these situations should always allow for a margin of safety while maintaining a position of advantage.

LEARNING OBJECTIVES

- A. Explain factors to consider when approaching a subject and conducting a plain view search
  - 1. Subjects' clothing
  - 2. Location of subject's hands
  - 3. Potential weapons
  - 4. Additional subjects
- B. Demonstrate a systematic approach to safely and effectively conduct a person search
  - 1. Front waistband

2. Upper body
  3. Back
  4. Lower body
- C. Discuss locations where weapons and/or contraband can be concealed on a subject's body
1. Front waistband
  2. Upper body and back
  3. Lower body
- D. Explain agency considerations and restrictions that may be common regarding a search of a person of the opposite sex
1. Maintaining officer safety
  2. Availability and use of officers of the same sex
  3. Acceptable search techniques
  4. Training on avoiding false claims
- E. Explain cover officer responsibilities
1. To ensure the safety of both himself and the contact officer
- F. Discuss cover officer responsibilities during a search of a subject
1. Be alert, maintain position of advantage, safeguard weapon,
  2. Constantly observe, exhibit command presence, protect other officer
  3. Assist in restraining subjects, assist searching officer with contraband

### III. LEARNING NEED

Peace officers must be ready and physically capable of taking control of a subject and to justify their actions if the subject refuses to follow verbal commands, physically resists, or attempts to attack the peace officer during a detention or arrest situation.

#### LEARNING OBJECTIVES

- A. Discuss a peace officer's justification to use control holds and takedown techniques on a subject
1. Aggressive or assaultive behavior
  2. Size of subject and need of immediate control
  3. Subjects fighting skills, or inability to control by other means
- B. Explain advantages and limitations a peace officer should consider when applying a control hold
1. Advantages - effective control of subject, avoid injury, guide a subject, control a subject while searching/handcuffing, prevent escape
  2. Limitations - may not work as intended
- C. Explain advantages and limitations a peace officer should consider when performing a takedown technique
1. Advantages - diffuse a situation, achieve control over a subject, distract a subject, control a situation
  2. Limitations - close to subject, single techniques may not work

#### IV. LEARNING NEED

Peace officers must know the advantages of the use of a carotid restraint control hold, the risks involved, the follow-up procedures, and safety precautions.

##### LEARNING OBJECTIVES

- A. Discuss the justification for using the carotid restraint control hold
  - 1. When other options may not be justified
- B. Describe factors which cause unconsciousness and physiological responses when a carotid restraint control hold is applied, to include:
  - 1. Structures of the human neck
  - 2. Breathing
  - 3. Circulation
- C. Demonstrate the prescribed application of the carotid restraint control hold, to include:
- D. Describe potential effects associated with the improper application of a carotid restraint control hold, to include:
  - 1. Physiological responses a subject may experience
- E. Demonstrate procedures for handling a subject after a carotid restraint control hold has been applied
  - 1. Release the hold
  - 2. Handcuff the subject
  - 3. Check vital signs
  - 4. Administer first aid, if necessary
  - 5. Search the subjects
  - 6. Notify other officers
  - 7. Obtain medical clearance
- F. Explain procedures regarding medical care after a carotid restraint control hold has been applied
  - 1. Check pulse, monitor breathing
  - 2. Obtain coherent response from subject
  - 3. Establish an airway, administer CPR
  - 4. Summon emergency services, if needed
  - 5. Visually monitor subject for two hours or until turned over to another authority

#### V. LEARNING NEED

The application of a restraint device (i.e., handcuffs, plastic flex cuffs, leg restraint devices, full body restraints) on a subject can be a difficult and potentially dangerous task for a peace officer. Peace officers must be proficient in the use of proper methods to ensure their safety and the safety of the subjects.

##### LEARNING OBJECTIVES

- A. Explain the purpose of using restraint devices on a subject
  - 1. Minimize attack on the officer or other
  - 2. Escape of prisoner
  - 3. Destruction or concealment of evidence or contraband
  - 4. Self-inflicted injury by subject
  - 5. Combat between prisoners
  
- B. Explain potential hazards when using restraint devices on a subject
  - 1. Prisoner escape, threat to officer safety
  - 2. Harm to the prisoner, destruction of evidence
  - 3. Threat to public safety, potential harm to the subject
  
- C. Demonstrate the proper application and correct positioning of handcuffs on a subject
  - 1. Handcuffs should be applied on bare wrist between the hand and protruding ulnar bone, handcuff shape should match the shape of the wrist
  - 2. Handcuffs should be properly adjusted, not applied over clothing
  - 3. Handcuffs should be double locked
  
- D. Explain various double-locking mechanisms on handcuffs
  - 1. Types
  - 2. Locations
  
- E. Discuss responsibilities of the contact and cover officers when handcuffing multiple subjects
  - 1. Contact officer controls the subject and alerts cover officer about weapons, handcuffs the subject
  - 2. Cover officer stays quiet unless needed, follows contact officer to avoid crossfire

## VI. LEARNING NEED

Peace officers must maintain control of their firearm(s) and when appropriate, be physically capable of disarming a subject.

### LEARNING OBJECTIVES

- A. Describe factors involved in retaining a peace officer's firearm
  - 1. Opportunity
  - 2. Equipment
  - 3. Training
  
- B. Demonstrate the basic techniques for peace officers to safely maintain control of their firearm in a physical conflict
  - 1. Secure weapon
  - 2. Distraction response
  - 3. Gain position
  - 4. Effect release
  
- C. Discuss a peace officer's tactical considerations when confronted by an armed subject

1. Cover
  2. Concealment
  3. Type of weapon
- D. Discuss tactical considerations when disarming a subject
1. Danger of injury to self or others
  2. Type of firearm and distance from subject
  3. Physical, training, skill level
- E. Discuss the justification for a peace officer to continually train in arrest methods, weapon retention and takeaway
1. Several officers have been murdered with firearms and some with their own firearm that was taken from them.

## VII. LEARNING NEED

Peace officers must know that an impact weapon is a force option.

### LEARNING OBJECTIVES

- A. Describe a peace officer's legal authority for using an impact weapon
1. PC 12020 defines impact weapon though when used by an officer in a n authorized manner can be used to repel or protect
  2. Prevent escape, overcome resistance
- B. Discuss circumstances when a peace officer is justified in using an impact weapon
1. Size of subject, subject exhibits trained fighting skill
  2. Multiple subjects
  3. Control needed due to tactical considerations
- C. Demonstrate the appropriate areas on a subject's body that if struck with an impact weapon can be effective in gaining control
1. Chest and arms
  2. Mid-section and rib cage
  3. Legs
- D. Describe areas on a subject's body that if struck with an impact weapon could cause serious injury to the subject
1. Head, neck, face and throat
  2. Heart, spine, kidneys and groin
  3. Joints
- E. Discuss the use of verbal commands during a confrontation
1. Officer needs to contentiously communicate with the subject during a confrontation
  2. With clear and concise verbal commands

## VIII. LEARNING NEED

Peace officers must be familiar with the basic movements and Arrest and Control techniques associated with ground control

## LEARNING OBJECTIVE

- A. Discuss the various ground positions and their associated risks
- B. Demonstrate basic ground control positions when controlling a subject
- C. Demonstrate a defense against a takedown attempt
- D. Demonstrate defenses from choke holds
- E. Demonstrate escape and/or reversal skill(s) on the ground including the following positions:
  - 1. Top mount
  - 2. Back mount
  - 3. Side mount
  - 4. Guard
- F. Demonstrate weapon retention from various positions on the ground

## LEARNING NEED

When transporting a prisoner, peace officers must recognize that the unpredictable nature of prisoners can create a serious threat. Officers must be aware of safety hazards and appropriate transporting procedures to ensure their safety and the safety of the prisoner.

## LEARNING OBJECTIVES

- A. Describe common transporting procedures that maximize officer safety and prevent prisoner escape
  - 1. Search the prisoner
  - 2. Search the area
  - 3. Restrain the prisoner
  - 4. Observe the prisoner
- B. Describe the safe and secure positioning of a prisoner in an officer's vehicle
  - 1. Upright position
  - 2. Wearing safety belts
  - 3. Observable area

## IX. REQUIRED TESTS

Exercise testing is mandated and regulated by POST Commission Procedure D-1, which states:

Academies/presenters shall provide the following to students who fail a required exercise test on the first attempt:

- An opportunity to review their results
- A reasonable amount of time, as determined by the academy/presenter, to prepare for a retest
- An opportunity to be tested on the failed test, if the student fails the second test, the student fails the course

Required exercise testing for each format of the basic course is set forth in the Training and Testing Specifications (TTS). The student is required to successfully pass each exercise test outlined below for the specific course of instruction the student is enrolled in.

## ARREST AND CONTROL SAFETY

All Arrest and Control exercise testing must be conducted under written academy/ presenter safety procedures and or protocols established in accordance with the POST safety guidelines. Students are required to comply with every aspect of presenter safety procedures and or protocols during Arrest and Control training and testing.

All one on one force on force exercise testing must be conducted with a safety officer/referee overseeing the test. The safety officer/referee has absolute control over the test and can call a halt to or stop the exercise test anytime the risk for student/staff injury exists.

- A. An exercise test that requires the student to demonstrate competency in the ability to conduct the following searches:
- Visual Search
  - Cursory/Pat/Frisk/Search
  - Full Body Search Incident to Arrest
  - High Risk Search

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions

Presenters must use the POST-developed Arrest and Control Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- B. An exercise test that requires the student to demonstrate competency in effective handcuffing technique(s).

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions



Presenters must use the POST-developed Arrest and Control Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- C. An exercise test that requires the student to demonstrate competency in minimum of two control hold techniques.

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions

Presenters must use the POST-developed Arrest and Control Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- D. An exercise test that requires the student to demonstrate competency in a minimum of two Takedown techniques.

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions

Presenters must use the POST-developed Arrest and Control Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- E. An exercise test that requires the student to demonstrate competency in the Carotid Restraint Control Hold.

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions
8. First Aid Assessment

Presenters must use the POST-developed Arrest and Control Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- F. An exercise test that requires the student to demonstrate competency in a handgun takeaway technique(s) including a minimum of one handgun takeaway technique from both the front and rear position.

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions

Presenters must use the POST-developed Arrest and Control Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- G. An exercise test that requires the student to demonstrate competency in handgun retention techniques. The exercise will include a minimum of one technique to be demonstrated from the following positions:

- A holstered handgun front retention technique
- A holstered handgun rear retention technique
- An unholstered handgun retention technique

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions

Presenters must use the POST-developed Arrest and Control Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- H. An exercise test that requires the student to demonstrate competency in the effective use of an impact weapon(s).

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness

3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions
8. First Aid Assessment

Presenters must use the POST-developed Arrest and Control Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

## X. REQUIRED LEARNING ACTIVITIES

- A. Student will participate in learning activity that will reinforce the student's ability to demonstrate the role of a cover-officer during a field contact to include:
  1. Assuming a position of advantage and control
  2. Maintaining proper balance and control
  3. Maintaining awareness
  4. Protecting the searching officer from possible interference
  5. Physically assisting the searching officer if it becomes necessary
  6. Observing subject(s)
  7. Awareness of cover and concealment
- B. Student will participate in a learning activity that will reinforce the student's ability to demonstrate a long gun retention and a long gun takeaway technique
- C. Student will participate in a high intensity learning activity that will emphasize and reinforce the student's endurance and ability to prevail in a sustained physical altercation including:
  1. Foot pursuit
  2. Tactical movement
  3. One or more aggressor(s)
  4. Personal weapons/hand strikes
  5. Impact weapons
  6. Tactical communication
  7. Ground control
  8. Weapon(s) retention
  9. Handcuffing/searching

Description	Hours
POST Minimum Required Hours	<u>60</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>100</u>
Total Instructional Hours	<u>100</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 34**  
FIRST AID AND CPR

**Effective date of outline: JULY 1, 2018**

I. LEARNING NEED

Peace officers must recognize they have a responsibility to act in good faith and to provide emergency medical services (EMS) to the best of their abilities and within the scope of their training.

LEARNING OBJECTIVES

A) Discuss the components of the EMS system including:

- 1) EMS Access
- 2) Interaction with other EMS personnel
- 3) Local EMS and Trauma system

B) Identify the primary responsibilities of peace officers as EMS first responders and at an emergency including:

- 1) Safety
  - (a) Exposure to CBRN substances and scene safety
- 2) Scene Size-up
- 3) Law Enforcement actions
- 4) Assessment and care of victims

C) Identify the links of the chain of transmission of infectious pathogens

- 1) Infectious disease
- 2) Reservoir
- 3) Portal of Exit
- 4) Mode of Transmission
- 5) Portal of Entry
- 6) Susceptible Host

D) Recognize first aid equipment and precautions peace officers may utilize to treat others and to ensure their own personal safety when responding to an medical emergency including:

- 1) Types and levels of Personal Protective Equipment (PPE) used to accomplish Body Substance Isolation (BSI)
  - (a) Removal of contaminated gloves
- 2) Decontamination considerations

E) Identify conditions under which a peace officer is protected from liability when providing emergency medical services

- 1) Cal. H&S 1799.106
- 2) Cal. Gov. Code 820.2

- 3) Applicability of Good Samaritan Laws to LE
- 4) Public Duty Doctrine

## II. LEARNING NEED

Peace officers must be able to assess the immediate condition of adult and pediatric victims, a fellow officer, or themselves prior to beginning any form of medical care

### LEARNING OBJECTIVES

- A) Demonstrate appropriate actions to take during a primary assessment for assessing both conscious and unconscious victims
  - 1) Responsiveness
  - 2) Airway
  - 3) Breathing
  - 4) Circulation
- B) Demonstrate appropriate actions to take during a secondary assessment for both conscious and unconscious victims:
  - 1) Vital Signs
  - 2) Head-to-Toe assessment
  - 3) Patient history
- C) Identify assessment criteria for establishing priorities when assessing multiple victims at a single scene
  - 1) START Triage
  - 2) Massive Hemorrhage / Perfusion
  - 3) Mental Status
  - 4) Breathing
  - 5) Obvious Death Criteria
- D) Recognize conditions under which an injured victim should be moved from one location to another
  - 1) Imminent or Immediate Danger to Victim
- E) Recognize proper procedures for moving a victim including:
  - 1) Shoulder drag
  - 2) Lifts and carries which may include using:
    - (a) Soft litters
    - (b) Manual extraction including fore/aft, side-by-side, shoulder/belt

## III. LEARNING NEED

Peace officers may be required to provide basic life support for a victim, fellow officer, or themselves until additional medical services become available.

### LEARNING OBJECTIVES

- A) Identify the components of the Chain of Survival
  - 1) Rapid Identification
  - 2) Early Defibrillation / AED
  - 3) Effective / Aggressive CPR
  - 4) Early notification of EMS
  
- B) Demonstrate Cardiopulmonary Resuscitation (CPR) for adults, children, and infants, following current AHA guidelines for CPR and Emergency Cardiovascular Care (ECC) at the Healthcare provider level including:
  - 1) Ventilation duration
  - 2) Pulse location
  - 3) Compression depth
  - 4) Compression rate
  - 5) Compression to ventilation ration – One person CPR
  - 6) Compression to ventilation ratio – 2 person CPR
  - 7) Automated External Defibrillator (AED)
  
- C) Discuss basic Automated External Defibrillator (AED) operation including:
  - 1) Special considerations
  - 2) Troubleshooting
  
- D) Recognize circumstances under which a victim's airway should be opened by using a:
  - 1) Head-tilt / Chin-lift maneuver
  - 2) Jaw-thrust maneuver
  
- E) Identify the difference between a mild and severe airway obstructions
  - 1) Indications of Mild Obstruction
  - 2) Indications of Severe Obstruction
  
- F) Demonstrate procedures for clearing an obstruction from the airway of both a conscious and an unconscious:
  - 1) Adult
  - 2) Child
  - 3) Infant
  - 4) Pregnant or Obese individuals
  
- G) Discuss rescue breathing techniques including:
  - 1) Mouth to mouth
  - 2) Pocket mask or other barrier devices
  - 3) Bag valve mask
  
- H) Discuss the recovery position

- 1) Benefits of the Recovery Position
  - 2) Indications for use
  - 3) Contraindications
- D) Discuss bleeding control techniques including:
- 1) Direct pressure / pressure dressings
  - 2) Tourniquets
  - 3) Types of hemostatic dressings and wound packing
- J) Demonstrate the general guidelines for controlling bleeding from an open wound
- 1) Indications and procedure for tourniquet use
  - 2) Indications and usage of pressure dressings
  - 3) Indications and usage of Hemostatic agents such as QuickClot and Celox
- K) Recognize the first aid treatment for traumatic injuries including:
- 1) Impaled objects
    - (a) Importance of not removing the object
    - (b) Stabilization of impaled objects
  - 2) Amputations
    - (a) Bleeding control in amputations
    - (b) Packaging of severed limbs
- L) Recognize the signs and symptoms of shock
- 1) Early physiological signs and symptoms
  - 2) Late physiological signs and symptoms
- M) Discuss first aid measures to treat shock including the importance of maintaining normal body temperature
- 1) Traumatic Hypothermia
    - (a) Physiology of hypothermia in blood loss
    - (b) Preventing hypothermia in blood loss
  - 2) Methods to improve central circulation
  - 3) Use of the recovery position in shock
- N) Demonstrate first aid measures to treat shock
- 1) Warming measures
  - 2) Trendelenburg's Position

#### IV. LEARNING NEED

Peace officers are often first to respond to the scene of a traumatic incident. They must be capable of activating the EMS system and providing appropriate aid to victims, a fellow officer, or themselves in the event of traumatic injuries

## LEARNING OBJECTIVES

- A) Recognize indicators of a possible head injury
  - 1) Physiological Indications of Trauma
  
- B) Recognize the appropriate first aid measures for treating facial injuries including:
  - 1) Objects in the eye
  - 2) Chemicals in the eye
  - 3) Dental emergencies
  - 4) Nose bleeds
  
- C) Recognize appropriate first aid measures for treating open and closed injuries to the:
  - 1) Chest
    - (a) Chest seals and occlusive dressings
  - 2) Abdomen
  
- D) Recognize appropriate first aid measures for internal bleeding
  - 1) Treat for Shock
  - 2) Maintain body temperature
  
- E) Identify appropriate first aid measures for treating injuries or wounds to the bones, muscles, soft tissue or joints
  - 1) Immobilization of extremities
  - 2) Utilization of compression wraps for soft immobilization and support of joints
  
- F) Recognize appropriate first aid measures for treating injuries to the head, neck, and back including:
  - 1) Spinal Immobilization
  
- G) Recognize appropriate first aid measures for treating:
  - 1) Thermal burns
  - 2) Chemical burns
  - 3) Electrical burns
  - 4) Radiation burns
  
- H) Discuss tactical and rescue first aid principles when responding to violent circumstances such as active shooter situations
  - 1) Movement to the threat versus casualty care
  - 2) Integration with EMS
  - 3) Tactical Casualty Care
    - (a) Determining treatment priorities
      - i. Circulation
      - ii. Airway
      - iii. Breathing
    - (b) Self-aid / buddy-care



## V. LEARNING NEED

Peace officers must be able to provide basic first aid measures for a number of medical emergencies and conditions they may encounter.

### LEARNING OBJECTIVES

- A) Recognize indicators of, and first aid measures for, a victim experiencing:
  - 1) Cardiac emergency
  - 2) Respiratory emergencies including asthma a COPD
  - 3) Drowning
  - 4) Seizure
  - 5) Stroke
  - 6) Altered mental status
  - 7) Severe abdominal pain
  - 8) Allergic reactions and anaphylaxis
    - (a) Assisted Epinephrine administration
    - (b) Accessing EMS
  
- B) Identify signs and symptoms of psychological emergencies
  - 1) Hysteria
  - 2) Behavioral disorders
  - 3) Multiple-personality disorders and Schizophrenia
  
- C) Differentiate between indicators and first aid measures for treating diabetic emergencies
  - 1) Low blood sugar (hypoglycemia) including assisted oral glucose administration
  - 2) High blood sugar (Hyperglycemia)
  
- D) Recognize appropriate first aid measures for a victim experiencing signs of:
  - 1) Poisons that have been ingested, inhaled, absorbed or injected
    - (a) Poison control system access
  - 2) Alcohol and/or drug related emergencies
    - (a) Assisted Narcan administration
    - (b) Accessing EMS
  
- E) Differentiate between the indicators and first aid measures for treating:
  - 1) Hypothermia and frostbite
  - 2) Heat cramps, heat exhaustion and heat stroke
  
- F) Recognize appropriate first aid measures for:
  - 1) Insect bites and stings
  - 2) Animal and human bites

## VI. LEARNING NEED

Peace officers must have a basic understanding of first aid measures to assist before, during and after childbirth in an emergency situations:

### LEARNING OBJECTIVES

- A) Recognize the sign of imminent birth
  - 1) Contraction duration to frequency ratio
  - 2) Crowning or presentation
  
- B) Recognize appropriate first aid measures for each of the following emergency situations that may occur during childbirth
  - 1) Excessive vaginal bleeding
  - 2) Newborn fails to breath

## VII. REQUIRED TESTS

- A) The POST-Constructed Comprehensive Test on the objectives in Learning Domain #34
  
- B) An exercise test that requires the student demonstrate competency in the following skills:
  - 1) Assessing the victim
  - 2) Activates EMS
  - 3) Checks for a pulse
  - 4) Delivery of high-quality CPR
  - 5) Provides effective ventilation
  - 6) Automated External Defibrillator operation

Presenters must use a skills exercise test form which may include the standards promulgated by the current AHA guidelines for CPR and ECC

## VIII. REQUIRED LEARNING ACTIVITIES

- A) A learning activity that requires the student to conduct a primary assessment. The primary assessment shall minimally include:
  - 1) Primary assessment
    - (a) Check for responsiveness
    - (b) Check pulse
    - (c) Check airway
    - (d) Check for breathing
  
- B) A learning activity that requires the student to demonstrate the following basic life support techniques for controlling bleeding while using personal protective equipment (PPE):
  - 1) Direct pressure
  - 2) Pressure dressings

- 3) Tourniquet device
  - 4) Hemostatic dressing / wound packing
  - 5) Chest seals and dressing
- C) A learning activity that requires the student to demonstrate the following basic life support techniques:
- 1) Clearing an obstructed airway on conscious and unconscious victims
    - (a) Adult or child
    - (b) Infant
    - (c) Obese or pregnant
  - 2) Rescue breathing
    - (a) Adult
    - (b) Child
    - (c) Infant
  - 3) Cardiopulmonary resuscitation
    - (a) Adult
    - (b) Child
    - (c) Infant
- D) A learning activity that requires the student to treat a victim for shock and answer the following questions related to shock:
- 1) When should a victim be treated for shock?
  - 2) What are the possible consequences of failing to treat for shock?
  - 3) Are there circumstances under which the consequences of shock may be more dangerous than the injury that caused it?
- E) The student will participate in a learning activity that will demonstrate how to bandage different injuries while using PPE to minimize the dangers associated with infectious diseases and wash hands and disinfect equipment after providing treatment in accordance with the following principles:
- 1) Use the cleanest material that is available
  - 2) Expose the injury site
  - 3) Cover the entire injury site
  - 4) Bandage snugly but without impairing circulation
  - 5) Leave the victim's fingers and toes exposed
  - 6) Immobilize injury site as necessary

Description	Hours
POST Minimum Required Hours	<u>21</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>13</u>
Total Instructional Hours	<u>34</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 35**  
FIREARMS/CHEMICAL AGENTS

**Effective date of outline: JULY 1, 2018**

**I. LEARNING NEED**

Peace officers must know and practice all procedures for the safe handling of all firearms while on and off duty.

**LEARNING OBJECTIVES**

- A. State the four fundamental rules of firearms safety
  - 1. Treat all firearms as if they are loaded
  - 2. Always keep the firearm pointed in the safest possible direction
  - 3. Always keep fingers off the trigger until ready to fire
  - 4. Be sure of target and what is beyond before firing
  
- B. Explain basic safety guidelines to be followed at a firing range
  - 1. Listen carefully for range commands and obey them instantly
  - 2. Request clarification if needed
  - 3. Always point barrel in safe direction
  
- C. Describe the safety precautions for proper storage of firearms
  - 1. Keep firearms inaccessible from children and other unauthorized persons
  - 2. Store ammunition separately from firearm
  - 3. Take precautions against theft

**II. LEARNING NEED**

Peace officers must know the workings, the capabilities, and limitations of firearms in order to operate them safely and effectively.

**LEARNING OBJECTIVES**

- A. Describe the basic information about a semiautomatic pistol and magazine, including:
  - 1. Primary components and their functions
  - 2. Steps for loading/unloading
  - 3. Steps for rendering the semiautomatic pistol safe
  
- B. Describe the cycle of operation that takes place with each single pull of a semiautomatic pistol trigger
  - 1. Firing, unlocking
  - 2. Extracting, ejecting
  - 3. Cocking, feeding

4. Chambering, locking
- C. Describe the basic information about a revolver, including:
1. Primary components and their functions
  2. Steps for loading/unloading
  3. Steps for rendering the revolver safe
- D. Describe the basic information about shotguns, including:
1. Advantages and limitations
  2. Primary components and their functions
  3. Steps for loading/unloading
  4. Steps for rendering the shotgun safe

### III. LEARNING NEED

Peace officers must know the capabilities and limitations of the ammunition they use in their firearms to operate them safely and effectively.

#### LEARNING OBJECTIVES

- A. State the guidelines for the safe handling of ammunition
1. Treat every round as if it loaded, use only the type and caliber ammunition specified by the manufacture
  2. Never fire at anything you are not willing to hit, avoid dropping live rounds
  3. Learn sound and feel of good firing
  4. Replace old ammunition out regularly
  5. Follow manufactures recommendations
- B. Describe the primary components of firearm cartridges
1. Primer, powder charge
  2. Bullet, cartridge case
  3. Blank shell
- C. Explain the chain of events that takes place when a projectile is discharged from a cartridge
1. Primer detonated
  2. Powder ignited
  3. Bullet expelled
- D. Describe the primary components of a shotgun shell
1. Primer, powder charge
  2. Wad, load
  3. Shell case
- E. Define shot pattern as it relates to shotgun shells
1. The shot pattern is the diameter of a circle in which the shot will fit
- F. Explain the correlation to the distance traveled by the shot and the size of the shot pattern
1. The shot pattern will increase in size as the shot travels toward the threat

- G. Describe the three ways shot placement can stop a threat, to include:
1. Central nervous system
  2. Critical blood loss
  3. Psychological

#### IV. LEARNING NEED

Peace officers must know how to properly inspect, clean, and care for their firearms to ensure that they function safely and effectively.

##### LEARNING OBJECTIVES

- A. Describe the components that may prevent problems and that should be examined during a routine safety inspection
1. Barrel, frame
  2. Sights, cylinder
  3. Cylinder release, firing pin
  4. Grip, magazine
- B. Describe the materials, equipment, and environment needed to properly clean firearms
1. Materials - solvent, lubricant, cleaning patches, personal protection
  2. Equipment - screwdrivers, bore, cylinder, cleaning brushes, cleaning rod, patch holder, small container
  3. Environment - safe, well ventilated, undistracted area
- C. Apply routine procedures for cleaning firearms
1. Barrel assembly
  2. Recoil spring and guide assembly
  3. Frame assembly

#### V. LEARNING NEED

Peace officers must comprehend and practice the fundamental skills of firing firearms to be effective in reactive and precision situations during live fire exercises.

##### LEARNING OBJECTIVES

- A. Apply the proper steps for drawing and holstering
1. Drawing- acquire grip, one smooth motion lift firearm out of holster
  2. Extend firearm down range
  3. Holstering- remove trigger finger, keep support hand clear, point down towards holster, place thumb over rear of slide, firmly seat firearm, release grip, secure
- B. Demonstrate the following elements to accurately shoot a firearm:
1. Grip
  2. Stance

3. Breath control
  4. Sight alignment/sight picture
  5. Trigger control
  6. Follow-through
- C. Describe the types of malfunctions and demonstrate clearing methods for:
1. Semiautomatic pistols
  2. Revolvers
  3. Shotguns
- D. Describe limitations officers may encounter when shooting under low light/nighttime conditions
1. Night vision
  2. Limited depth perception
  3. Target identification
  4. Flash disorientation, officer's limitations
- E. Describe conditions an officer may face when in a combat situation
1. Threat assessment, shot no shot decision
  2. Multiple and moving targets
  3. Varying target distances
  4. Multiple shooting positions
  5. Cover and concealment
- F. Describe possible physiological and psychological responses an officer may experience under the stress of a combat situation
1. Physiological - motor skill, fight or flight, heart rate and reaction time, breathing, hearing, vision, color, time distortion
  2. Psychological - fear, anger
- G. Explain steps officers can take to prepare themselves for the extreme stress of combat
1. Mental preparation
  2. Physical conditioning
  3. Proper nutrition
  4. Equipment maintenance
  5. Confidence building
  6. Initial and ongoing training

## VI. LEARNING NEED

Peace officers must know the terminology, capabilities, exposure symptoms, and decontamination procedures in order to safely and effectively handle and deploy chemical agents and gas masks.

### LEARNING OBJECTIVES

- A. State the statutory requirements for the possession and use of chemical agents
1. Mental preparation, physical conditioning
  2. Proper nutrition
  3. Equipment maintenance, confidence building



4. Training and support groups
- B. Describe four methods used to deploy chemical agents
    1. Aerosol
    2. Fogging
    3. Blast explosion
    4. Pyrotechnics
  - C. Describe environmental and physical conditions that can impact the effectiveness of a chemical agent
    1. Wind and rain
    2. Temperature and distance
    3. Proximity of others
  - D. State the guidelines for safely carrying, drawing, and deploying hand-held canisters of chemical agents
    1. Worn on duty belt or concealed within clothing to minimize accidental discharge
    2. Draw in right side up from quick and easy location
    3. Aim at face
  - E. Apply decontamination procedures that should be followed after a chemical agent has been used
    1. Eyes
    2. Skin
    3. Nose and Chest
  - F. Discuss the physiological and psychological effects of each of the following chemical agents used by peace officers:
    1. OC (oleoresin capsicum)
    2. CN (chloroacetophenone)
    3. CS (ortho-chlorobenzylidene-molonitrile)
  - G. Demonstrate proper procedures peace officers should follow when using gas masks, to include:
    1. Inspection and proper fit
    2. Cleaning and storage

## VII. REQUIRED TESTS

Exercise testing is mandated and regulated by POST Commission Procedure D-1, which states:

Academies/presenters shall provide the following to students who fail a required exercise test on the first attempt:

- An opportunity to review their test results
- A reasonable amount of time, as determined by the academy/presenter, to prepare for a retest
- An opportunity to be retested on the failed test, if the student fails the second test, the student fails the course

Required exercise testing for each format of the basic course is set forth in the Training and Testing Specifications (TTS). The student is required to successfully pass each exercise test outlined below for the specific course of instruction the student is enrolled in.

## **FIREARMS SAFETY**

All firearms exercise testing must be conducted under written academy/presenter safety procedures and or protocols established in accordance with the POST safety guidelines. Students are required to comply with every aspect of presenter safety procedures and or protocols during firearms training and testing.

- A. An **exercise test** that requires the student to demonstrate competency in **basic** handgun shooting principles using a handgun, while wearing body armor and duty equipment, under **daylight** conditions on a **basic** course of fire.

The student is required to shoot from multiple distances of 1 to 15 yards or greater using a presenter approved service handgun and fire a minimum of 50 rounds of service ammunition with acceptable accuracy standards and under time restrictions established by the presenter.

The student is required to tactically load and reload the handgun using the loading device authorized by the presenter and clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Basic Shooting Principles
5. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- B. An **exercise test** that requires the student to demonstrate competency in **basic** handgun shooting principles using a handgun, while wearing body armor and duty equipment, under **low light/night** conditions (for outdoor ranges testing must be done during the hours of darkness as defined in Vehicle Code Section 280) on a **basic** course of fire.

The student is required to shoot from multiple distances of 1 to 15 yards or greater using a presenter approved service handgun and fire a minimum of 50 rounds of service ammunition with acceptable accuracy standards and under time restrictions established by the presenter.

The student is required to tactically load and reload the handgun using the loading device authorized by the presenter and clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations

4. Basic Shooting Principles
5. Flashlight/Lighting System/Existing Light
6. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- C. An **exercise test** that requires a student to demonstrate competency in **combat** shooting principles and tactics using a handgun, while wearing body armor and duty equipment, under **daylight** conditions on a **combat** course of fire.

The course of fire must simulate the physical and mental stress that would be most nearly created by actual field **combat** situations. The test will minimally include threat assessment, multiple targets, left and right handed shooting positions, multiple shooting positions, and the use of cover and concealment.

The student is required to fire a minimum of 30 rounds of service ammunition using a presenter approved service handgun, with acceptable accuracy standards and under time restrictions established by the presenter.

The student is required to tactically load and reload the handgun using the loading device authorized by the presenter and clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Judgment/Decision Making
5. Basic Shooting Principles
6. Combat Shooting Principles/Tactics
7. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- D. An **exercise test** that requires a student to demonstrate competency in **combat** shooting principles and tactics using a handgun, while wearing body armor and duty equipment under **low light/night time** conditions (for outdoor ranges testing must be done during the hours of darkness as defined in Vehicle Code Section 280) on a **combat** course of fire.

The course of fire must simulate the physical and mental stress that would be most nearly created by actual field **combat** situations. The test will minimally include threat assessment, multiple targets, left and right handed shooting positions, multiple shooting positions, and the use of cover and concealment.

The student is required to fire a minimum of 30 rounds of service ammunition using a presenter approved service handgun, with acceptable accuracy standards and under time restrictions established by the presenter.

The student is required to tactically load and reload the handgun using the loading device authorized by the presenter and clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Judgment/Decision Making
5. Basic Shooting Principles
6. Combat Shooting Principles/Tactics
7. Flashlight/Lighting System/Existing Light
8. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- E. An **exercise test** that requires the student to demonstrate competency in **basic** shotgun shooting principles using a shotgun, while wearing body armor and duty equipment, under **daylight** conditions on a **basic** course of fire.

The student is required to fire 20 rounds of service ammunition at multiple distances from 3 to 15 yards or greater, using a presenter approved shotgun, with acceptable accuracy standards and under time restrictions established by the presenter.

The student is required to tactically load, unload and reload the shotgun and clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Basic Shooting Principles
5. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- F. An **exercise test** that requires the student to demonstrate competency in **basic** shotgun shooting principles using a shotgun, while wearing body armor and duty equipment under **low light/night time** conditions (for outdoor ranges testing must be done during the hours of darkness as defined in Vehicle Code Section 280) on a **basic** course of fire.

The student is required to fire 20 rounds of service ammunition at multiple distances from 3 to 15 yards or greater using a presenter approved shotgun, with acceptable accuracy standards and under time restrictions established by the presenter.

The student is required to tactically load, unload and reload the shotgun and clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Basic Shooting Principles
5. Flashlight/Lighting System/Existing Light
6. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- G. An **exercise test** that requires the student to demonstrate competency in shotgun **combat** shooting principles and tactics using a shotgun, while wearing body armor and duty equipment, under **daylight** conditions on a **combat** course of fire.

The course of fire must simulate the physical and mental stress that would be most nearly created by actual field **combat** situations. The test will minimally include threat assessment, multiple targets, left and right handed shooting positions, multiple shooting positions and the use of cover and concealment.

The student is required to fire a minimum of 12 rounds of service ammunition using a presenter approved shotgun, with acceptable accuracy standards and under time restrictions established by the presenter.

The student is required to tactically load, unload and reload the shotgun and clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Judgment/Decision Making
5. Basic Shooting Principles
6. Combat Shooting Principles/Tactics
7. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- H. An **exercise test** that requires the student to demonstrate competency in **combat** shooting principles and tactics using a shotgun, while wearing body armor and duty equipment, under **low light/night time** conditions (for outdoor ranges testing must be done during the hours of darkness as defined in Vehicle Code Section 280) on a combat course of fire.

The course of fire must simulate the physical and mental stress that would be most nearly created by actual field **combat** situations. The test will minimally include threat assessment, multiple targets, left and right handed shooting positions, multiple shooting positions and the use of cover and concealment.

The student is required to fire a minimum of 12 rounds of service ammunition using a presenter approved shotgun, with acceptable accuracy standards and under time restrictions established by the presenter.

The student is required to tactically load, unload and reload the shotgun and clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Judgment/Decision Making
5. Basic Shooting Principles
6. Combat Shooting Principles/Tactics
7. Flashlight/Light System/Existing Light
8. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

## VIII. REQUIRED LEARNING ACTIVITIES

- A. Each student will participate in a simulation that requires exposure to a non-lethal, riot control chemical agent. The simulation must involve the following:
  1. Exposure to a non-lethal, riot control chemical agent
  2. Proper use of a gas mask including the pre-inspection, fitting and clearing of the mask
  3. Decontamination techniques
- B. Each student will participate in a simulation that requires exposure to a non-lethal, aerosol chemical agent. The simulation must involve the following:
  1. Exposure to a non-lethal, aerosol chemical agent
  2. Proper care, maintenance and deployment of a non-lethal, aerosol chemical agent
  3. Decontamination techniques
- C. Each student will participate in a learning activity designed to reinforce the ability to manipulate their assigned firearm.

If the firearm is a semiautomatic pistol, the learning activity shall minimally include the following techniques to safely and effectively manipulate the semiautomatic pistol in both the left and right hand:

  1. Render the weapon safe
  2. Release slide
  3. Lock slide open
  4. Rack slide

5. Holster weapon
6. Unholster weapon
7. Load weapon
8. Unload weapon from the holster
9. Clear any malfunctions
10. In battery reload
11. Out of battery speed reload

If the firearm is a revolver, the learning activity shall minimally include the following techniques to safely and effectively manipulate the revolver in both the left and right hand:

1. Render the weapon safe
  2. Open cylinder
  3. Close cylinder
  4. Holster weapon
  5. Unholster weapon
  6. Load/reload revolver with authorized loading device
  7. Clear any malfunctions
- D. The student will participate in a learning activity to reinforce the ability to inspect, clean and properly maintain their service handgun. The activity shall minimally include techniques to:
1. Visually inspect the weapon
  2. Properly clean the weapon
  3. Ensure the weapon is maintained according to the manufacturer's specifications
- E. The student will participate in a learning activity to reinforce the ability to safely and effectively manipulate a shotgun. The activity shall minimally include techniques to:
1. Open the shotgun action and check for rounds
  2. Inspect the functioning of the firing mechanism
  3. Load and unload the shotgun properly when a round has been chambered
  4. Load and unload the shotgun when no round is chambered and the weapon is cocked and uncocked

Description	Hours
POST Minimum Required Hours	<u>72</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>26</u>
Total Instructional Hours	<u>98</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 36**  
INFORMATION SYSTEMS

**Effective date of outline: JULY 1, 2018**

**I. LEARNING NEED**

Peace officers must know the laws regulating access and use of law enforcement information systems to ensure privacy of individuals, and the integrity and security of the information.

**LEARNING OBJECTIVES**

- A. Recognize the requirements of the Department of Justice regarding the confirmation of information obtained from the California Law Enforcement Telecommunications System (CLETS) network
  - 1. Effort to verify information and match
  - 2. Ensure confirmation occurs with originating agency
  - 3. Obtain confirmation before arrest or confiscating property
- B. Recognize crimes involving unlawful access or use of a law enforcement computer system
  - 1. Knowingly access without permission
  - 2. PC 502
- C. Recognize requirements for authorized release of Criminal Offender Record Information (CORI) based on right-to-know and need-to-know
  - 1. Person or agency
  - 2. Must be authorized to receive information
  - 3. Have compelling reason for request
- D. Recognize crimes related to the unauthorized release, receipt, or use of CORI, including:
  - 1. Furnishing the information to an unauthorized person
  - 2. Lawfully receiving the information and then furnishing it to an unauthorized person
  - 3. Purchase, receipt, or possession of the information by an unauthorized person

**II. LEARNING NEED**

Peace officers must know the requirements for access and entry into the appropriate Department of Justice information systems and databases available on the CLETS network to perform their duties for their safety and the safety of others.

**LEARNING OBJECTIVES**

- A. Identify systems and databases available from the Criminal Justice Information System (CJIS) and the types of information provided
  - 1. Persons
  - 2. Property



- B. Recognize the minimum information required for generating an inquiry into each of the CJIS systems and databases
  - 1. Name
  - 2. Physical Descriptors

### III. LEARNING NEED

Peace officers must know the requirements for access and entry into the appropriate Department of Motor Vehicles (DMV) information systems and databases available on the CLETS network to perform their duties, and to ensure their safety and the safety of others.

#### LEARNING OBJECTIVES

- A. Identify systems and databases available from the DMV Information System and the types of information provided
  - 1. Driver's License/Identification card - information on licensed, unlicensed, and subjects having ID cards
  - 2. Vehicle/Vessel Registration - provides records of ownership for all registered vehicles
  - 3. Parking/Toll Violations - records of all outstanding parking and toll violations
  - 4. Occupational Licensing - records of every person or business who holds an occupational license
  - 5. International Registration Plan Database - records of licenses and agreements between vehicles that travel within other jurisdictions.
  
- B. Recognize the minimum information required for generating an inquiry into each of the DMV databases
  - 1. Driver's License/Identification card - last name, first name
  - 2. Vehicle/Vessel Registration - license number, VIN, name, company
  - 3. Parking/Toll Violations - VLN or VIN
  - 4. Occupational Licensing - dealer license plate number, firm, or individual number
  - 5. International Registration Plan Database - company name

### IV. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity that simulates an incident in which information is required to complete a preliminary investigation. The activity must reinforce the student's knowledge and understanding of the types of information accessible to law enforcement through local, state and national information systems. During the activity the student must demonstrate a knowledge of the minimum information requirements for generating a system inquiry related to the following categories:
  - 1. Wanted persons
  - 2. Property, vehicles and firearms
  - 3. Criminal histories
  - 4. DMV information
  - 5. Miscellaneous information

Description

Hours

POST Minimum Required Hours	<u>2</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>2</u>
Total Instructional Hours	<u>4</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 37**  
PEOPLE WITH DISABILITIES

Effective date of outline: **JULY 1, 2018**

I. LEARNING NEED

Peace officers must understand the laws affecting, and the peace officers responsibility to protect, the rights of people with disabilities.

LEARNING OBJECTIVES

- A. State the intent of the Americans with Disabilities Act of 1990
  - 1. Designed to eliminate discrimination against individuals with a mental or physical impairment
  - 2. Five categorical guidelines
    - i. Employment
    - ii. State and local government
    - iii. Transportation
    - iv. Public accommodations
    - v. Telecommunications
- B. Recognize the role of peace officers when interacting with a person with a disability
  - 1. Applying culturally responsive community policing principles
  - 2. Reducing stigma
  - 3. Increasing and maintaining peace officer and public safety

II. LEARNING NEED

In order to make appropriate decisions regarding intervention strategies, peace officers must be able to recognize, based on behavioral cues and other indicators, people with intellectual/developmental disabilities.

LEARNING OBJECTIVES

- A. State the intent of the Lanterman Developmental Disabilities Service Act (*Welfare and Institutions Code Sections 4500 et. seq.*)
  - 1. Designed to establish the State of California's responsibility for, and the coordination of, services for people with Intellectual/Developmental Disabilities (I/DD).
  - 2. Created to maximize the services available throughout the state and to prevent the dislocation of people with I/DD from their home communities.
- B. Define the term developmental disability
  - 1. Manifest before an individual attains age 18
  - 2. Continues; or can be expected to continue, indefinitely

3. Constitutes a substantial disability for that individual (Welfare and Institutions Code 5412 (a)).
- C. Recognize general behavioral indicators associated with all developmental disabilities
    1. Do not attempt to diagnose a developmental disability
    2. Adapting contact and communication for individuals with a suspected I/DD.
  - D. Recognize behavioral indicators specifically associated with the following developmental disabilities:
    1. Intellectual Disability (including Down Syndrome)
    2. Cerebral Palsy
    3. Autism Spectrum Disorder
    4. Epilepsy
  - E. Recognize appropriate peace officer response(s) during field contacts with people with the following developmental disabilities:
    1. Intellectual Disability (including Down Syndrome)
    2. Cerebral Palsy
    3. Autism Spectrum Disorder
    4. Epilepsy
  - F. Recognize the causes and nature of intellectual/developmental disabilities
    1. Brain damage, disorder, and disease
    2. Genetic causes
    3. Environmental impact on I/DD
  - G. Discuss the referral process and state/local resources available to people with intellectual/developmental disabilities
    1. Local resources, Kern Mental Health Department website
    2. National Alliance for the Mentally Ill (NAMI)

### III. LEARNING NEED

In order to make appropriate decisions and serve those with physical disabilities, peace officers must be able to recognize indicators of people with physical disabilities.

#### LEARNING OBJECTIVES

- A. Recognize behavioral indicators specifically associated with the following neurological disorders, including:
  1. Acquired
  2. Traumatic
- B. Recognize appropriate peace officer response(s) and methods of communication during field contacts with people who are:
  1. Affected by traumatic disorders
    - a. neurological
    - b. traumatic brain injuries
  2. Affected by dementia and stroke

- C. List the types of mobility assistance equipment and devices
  - 1. Canes
  - 2. Crutches
  - 3. Walkers
  - 4. Braces
  - 5. Prosthesis
  - 6. Motorized scooters
  - 7. Manual or motorized wheelchairs
  - 8. Service dogs
  - 9. Personal attendants
  
- D. Recognize behavioral or other indicators that may lead an officer to identify a person as being:
  - 1. Blind or visually impaired
  - 2. Deaf or hard of hearing
  
- E. Recognize appropriate peace officer response(s) and methods of communication during field contacts with people who are:
  - 1. Blind or visually impaired
  - 2. Deaf or hard of hearing
  
- F. Discuss additional laws that protect the rights of people with physical disabilities, including:
  - 1. Rehabilitation Act of 1973, Section 504
  - 2. Right of way (Vehicle Code Section 21963)
  - 3. White Cane Law (Civil Code Section 54.4)
  - 4. Service Animals (Penal Code Section 365.5 et. seq.)
  
- G. Discuss the referral process and state/local resources available to people with physical disabilities

#### IV. LEARNING NEED

In order to make appropriate decisions regarding intervention strategies, peace officers must be able to recognize, based on behavioral cues and other indicators, people with mental illness.

#### LEARNING OBJECTIVES

- A. Define the term mental illness
  - 1. A medical condition that affects a person's cognitive ability, mood, feeling, perceptions, ability to relate to others and function appropriately in a social situation, and overall daily functioning.
  - 2. Mental disorders are not defined by law
  - 3. Officers do not need to make a medical diagnosis
  
- B. List the categories of mental illness:
  - 1. Thought disorders including schizophrenia
  - 2. Mood disorders including depression and bipolar
  - 3. Anxiety related disorders
  - 4. Post-Traumatic Stress Disorder (PTSD)
  - 5. Co-occurring/dual diagnosis disorders
  
- C. Recognize the causes and nature of mental illness

1. Biological and hereditary factors
  2. Environmental and social impact
  3. Brain damage, disease, and disorder
  4. Alcohol and substance abuse impact
- D. Recognize behavioral indicators that may be generally associated with people affected by mental illness
1. Behavior
  2. Appearance
  3. Speech
  4. Movement, i.e. waxy flexibility, jerky movements or tremors, etc.
- E. Recognize appropriate peace officer response(s) and methods of communication when responding to a call that involves a person with a mental illness
1. Importance of “*cooling the Amygdala*”
  2. Dealing with delusions and hallucinations
- F. Discuss the referral process and state/local resources available to people with mental illness
1. Kern County Mental Health Department
  2. Suicide prevention resources
- G. Identify appropriate resolution options

## V. LEARNING NEED

Peace officers must become familiar with the application of *Welfare and Institutions Code Section 5150* in order to determine if an individual is a danger to others, or to himself or herself, or gravely disabled and to determine an appropriate response and resolution option.

### LEARNING OBJECTIVES

- A. Explain the intent of the Lanterman-Petris-Short Act (*Welfare and Institutions Code Section 5150*)
1. Established to reform commitment laws pertaining to mental health treatment
  2. The intent was to end the inappropriate, indefinite, and involuntary commitment of persons with mental health disorders
- B. Recognize the authority of peace officers to take a person into custody pursuant to *Welfare and Institutions Code Section 5150*
1. Must be based on probable cause and supported with articulable facts
  2. Officer must believe that the individual is a danger to other, themselves, or is gravely disabled
- C. Recognize behavioral indicators peace officers may use to help determine if a person affected by mental illness is a danger to others, or to himself or herself, or gravely disabled
1. Words
  2. Actions (behaviors)
  3. Appearance
- D. Recognize the rights of individuals who have been taken into custody, pursuant to *Welfare and Institutions Code Section 5150*

1. People detained under Welfare and Institutions Code 5150 retain their basic federal and state constitutional rights
  2. Detention under WIC 5150 requires the officer to confiscate any firearms or deadly weapons the individual may own or possess.
- E. Recognize the documentation requirements pursuant to *Welfare and Institution Code Section 5150.2*
1. The officer must complete the written Applications for 72-Hour Detention, Evaluation and Treatment form (DHCS 1801) including, at a minimum:
    - i. Verification that the detainment advisement was given
    - ii. The name of the designated facility to which the person is taken
    - iii. The name and address of the individual who is being detained
    - iv. Factual circumstances and observations constituting probable cause for the officer to believe that the individual is in fact a danger to others, self, or is gravely disabled

## VI. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 3.
- H. A scenario test that requires the student to demonstrate proficiency in contacting people with simulated disabilities. At a minimum, the test shall evaluate the following competencies:
1. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
  2. Problem Solving/ Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
  3. Legal Authority/ Individual Rights - The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
  4. Officer Safety - Tactical and situational awareness and response to surroundings.
  5. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
  6. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

## VII. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity that requires self-assessment to determine their own level of experience with, and awareness of, people with disabilities.
1. The learning activity should provide the student with an opportunity to determine their current level of experience interacting with people with disabilities
  2. The learning activity should serve as a starting point for an instructor-facilitated discussion which addresses fears, myths, stigma, discrimination, bias, cultural factors, media impact and stereotypes concerning contact with people with disabilities

- B. The student will participate in a facilitated debrief following a series of simulated incidents regarding effective law enforcement intervention techniques with people exhibiting behavior which may be indicative of a physical and developmental disability.

The debrief shall minimally address the following topics as they pertain to the contact:

1. The types of behaviors exhibited by the person contacted
2. Possible causes of the behaviors
3. Tactical safety measures employed by the responding officer(s), if applicable
4. Appropriateness of the resolution, referral, or follow-up strategy, if applicable
5. Use of effective verbal/non-verbal communications skills
6. Overall effectiveness of the contact

- C. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding people with disabilities. At a minimum, each activity, or combination of activities must address the following topics:

1. Responsibility of a peace officer to exercise ethical leadership during contacts with people with disabilities
2. Use of effective communication skills (e.g. empathy, respect and honesty) and problem solving to enhance an officer's efforts to appropriately resolve issues of equal treatment and access to services
3. Impact of an officer's attitude and actions toward people with disabilities on the community, agency and the officer

- D. The student will participate in an instructor-led discussion evaluating POST-provided video re-enactments depicting law enforcement contacts with people with mental illness, or an equivalent simulation, scenario or video representation provided by the presenter.

Among the topics which must be addressed are:

1. Any positive or negative behaviors demonstrated by contacting officer(s)
2. Perception of the person with disabilities being contacted
3. Presence or absence of stigma
4. Use of effective verbal/non-verbal communications skills
5. Use of problem solving skills to enhance an officer's efforts to appropriately resolve issues
6. Tactical safety measures employed by the responding officer(s), if applicable
7. Legality of the contact and subsequent actions of the contacting officer(s)
8. Consideration of cultural group history, customs, religious conventions, core values, or other perceptions material to the contact

Description	Hours
POST Minimum Required Hours	<u>15</u>
Agency Specific Hours	<u>1</u>
Total Instructional Hours	<u>16</u>



EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 38**  
GANG AWARENESS

**Effective date of outline: JULY 1, 2018**

**I. LEARNING NEED**

Peace officers must know the indicators of gang involvement in order to assess and respond to gang-related criminal activity.

**LEARNING OBJECTIVES**

- A. State statutory requirements for designating a group as a criminal street gang
  - 1. Three or more individuals that has committed one or more of the following
  - 2. Crimes against persons, Crimes against property, crimes against the justice
  - 3. Crimes involving controlled substances, weapons violations
  
- B. Describe safety considerations for peace officers who come in contact with known or suspected members of criminal gangs
  - 1. Weapons
  - 2. Intelligence
  - 3. Recruitment practices
  
- C. Describe indicators of gang territory and communications, including:
  - 1. Graffiti
  - 2. Violent crime
  - 3. Active gang members
  - 4. Tattoos
  - 5. Neighborhoods

**II. LEARNING NEED**

Peace officers must know the different types of criminal street gangs in order to effectively monitor and control criminal gang activity.

**LEARNING OBJECTIVES**

- A. Describe identifying characteristics and crime trends associated with criminal street gangs
  - 1. Identifying characteristic - clothing, tattoo's, hand signals, language and graffiti
  - 2. Crime trends - drug trafficking, crimes against persons, property crimes and rival gang violence

**III. LEARNING NEED**

Peace officers need a basic understanding of outlaw motorcycle gangs and prison gangs in order to effectively monitor and control criminal gang activity.

## LEARNING OBJECTIVES

- A. Describe identifying characteristics and crime trends associated with organized crime gangs including:
1. Motorcycle gangs
  2. Prison gangs

## V. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity that will reinforce knowledge of local/regional gang dynamics including recent crime trends. Topics must include:
1. Categories of gangs (e.g., street gangs, organized crime gangs, outlaw motorcycle gangs and prison gangs)
  2. Types of street gangs (e.g., Hispanic, white, black, Asian, multi-racial)
  3. Reasons for gang membership
  4. Characteristics common to most gangs
  5. Common criminal activities
  6. Suppression, investigation, enforcement and prosecution tactics and techniques
  7. Officer safety techniques and personal character in gang-related contacts, detentions and arrests

Description	Hours
POST Minimum Required Hours	<u>2</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>4.5</u>
Total Instructional Hours	<u>6.5</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 39**  
CRIMES AGAINST THE JUSTICE SYSTEM

**Effective date of outline: JULY 1, 2018**

**I. LEARNING NEED**

Arrest and successful prosecution depends on the development of probable cause. Peace officers must know the elements required to arrest for crimes against the judicial process and to correctly categorize these crimes as misdemeanors or felonies.

**LEARNING OBJECTIVES**

- A. Recognize the crime elements required to arrest for:
  - 1. Intimidating witnesses or victims
  - 2. Threats of retaliation
  - 3. Violating a court order
- B. Recognize the crime classification as a misdemeanor or felony
  - 1. Intimidating witnesses or victims is a felony
  - 2. Threats of retaliation is a felony
  - 3. Violating a court order is a misdemeanor

**II. LEARNING NEED**

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes that obstruct law enforcement in their duties and to correctly categorize these crimes as misdemeanors or felonies.

**LEARNING OBJECTIVES**

- A. Recognize the crime elements required to arrest for:
  - 1. Resisting, delaying or obstructing a public officer, peace officer, or emergency medical technician
  - 2. Obstructing or resisting an executive officer by use of threats or force
  - 3. Threatening a public officer
  - 4. Disarming an officer
  - 5. Removing any weapon, other than a firearm, from an officer
  - 6. Attempting to remove a firearm from a public officer
  - 7. Attempting to escape or escaping from the custody of a peace officer
  - 8. Attempting to escape or escaping from a prison or other place of confinement
  - 9. Attempting to escape or escaping from a county or city jail
  - 10. Attempting to rescue or rescuing
- B. Recognize the crime classification as a misdemeanor or felony
  - 1. Resisting, delaying or obstructing a public officer, peace officer, or emergency medical technician is a misdemeanor
  - 2. Obstructing or resisting an executive officer by use of threats or force is a felony

3. Threatening a public officer is a felony
4. Disarming an officer is a felony
5. Removing any weapon, other than a firearm, from an officer is a felony
6. Attempting to remove a firearm from a public officer is a felony
7. Attempting to escape or escaping from the custody of a peace officer is a misdemeanor
8. Attempting to escape or escaping from a prison or other place of confinement is a felony
9. Attempting to escape or escaping from a county or city jail is a felony
10. Attempting to rescue or rescuing is felony

### III. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to false information and to correctly categorize these crimes as misdemeanors or felonies.

#### LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
  1. Providing a false identity to a peace officer
  2. Falsely reporting a criminal offense
  3. Falsely reporting an emergency
  4. Falsely reporting a destructive device
- B. Recognize the crime classification as a misdemeanor or felony
  1. Providing a false identity to a peace officer is a misdemeanor
  2. Falsely personating another is a misdemeanor
  3. Falsely reporting a criminal offense is a misdemeanor
  4. Falsely reporting an emergency is a wobbler
  5. Falsely reporting a destructive device is a felony

### IV. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to public disturbances and to correctly categorize these crimes as misdemeanors or felonies.

- A. Recognize the crime elements, required to arrest:
  1. Unlawful assembly
  2. Refusal to disperse
- B. Recognize the crime classification as a misdemeanor or felony.
  1. Unlawful assembly is a misdemeanor
  2. Refusal to disperse is a misdemeanor

### V. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 1.
- B. The POST-Constructed Comprehensive RBC Test 2.
- C. The POST-Constructed Comprehensive RBC Test 3.

Description	Hours
POST Minimum Required Hours	<u>4</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>4</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 40**  
WEAPONS VIOLATIONS

**Effective date of outline: JULY 1, 2018**

**I. LEARNING NEED**

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to the possession of prohibited weapons and to correctly categorize these crimes as misdemeanors or felonies.

**LEARNING OBJECTIVES**

- A. Recognize the crime elements required to arrest for:
  - 1. Possession of a prohibited weapon
  - 2. Possession of an illegal knife
  - 3. Unlawful possession of tear gas weapon or chemical agent
- B. Recognize the crime classification as a misdemeanor or felony
  - 1. Possession of a prohibited weapon is a felony
  - 2. Possession of an illegal knife is a misdemeanor
  - 3. Unlawful possession of tear gas weapon or chemical agent is a misdemeanor

**II. LEARNING NEED**

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to the possession of firearms and to correctly categorize these crimes as misdemeanors or felonies.

**LEARNING OBJECTIVES**

- A. Recognize the crime elements required to arrest for:
  - 1. Carrying a firearm in a public place or within a vehicle
  - 2. Possession of a deadly weapon with intent to assault another person
  - 3. Possession of a loaded firearm with intent to commit a felony
  - 4. Alteration or removal of identifying marks from a firearm
- B. Recognize the crime classification as a misdemeanor or felony
  - 1. Carrying a firearm in a public place or within a vehicle is a wobbler
  - 2. Possession of a deadly weapon with intent to assault another person is a wobbler
  - 3. Possession of a loaded firearm with intent to commit a felony is a felony
  - 4. Alteration or removal of identifying marks from a firearm is a felony

**III. LEARNING NEED**

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to unlawful concealment of firearms and to correctly categorize these crimes as misdemeanors or felonies.

## LEARNING OBJECTIVES

- A. Recognize the statutory definition of a concealed firearm
  - 1. Concealing a firearm
  - 2. Used as a weapon, expels projectile by force
  - 3. Barrel less than 16 inches
- B. Recognize the exceptions to the license requirement for possession of a concealable firearm
  - 1. Citizens over 18 years old, resides or temporarily living in California
  - 2. Any is not prohibited by law
  - 3. May with permit possess a concealable firearm
- C. Recognize the crime elements required to arrest for possession of a concealable firearm without a license
  - 1. Person who carries concealed a firearm
  - 2. Loaded or unloaded upon person or within vehicle
  - 3. Under that persons control without license or permit
- D. Recognize the crime classification for possession of a concealable firearm without a license
  - 1. Possession of concealable firearms is a wobbler

## IV. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to possession of firearms by restricted persons or within restricted areas and to correctly categorize these crimes as misdemeanors or felonies.

## LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for possession of:
  - 1. A firearm by a convicted felon, narcotic addict, or other restricted persons
  - 2. A firearm by a person convicted of a specified misdemeanor
  - 3. An unauthorized weapon in a prohibited location
- B. Recognize the crime classification as a misdemeanor or felony
  - 1. A firearm by a convicted felon, narcotic addict, or other restricted persons is a felony
  - 2. A firearm by a person convicted of a specified misdemeanor is a felony
  - 3. An unauthorized weapon in a prohibited location is a felony

## V. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to the drawing, exhibiting, or unlawful use of weapons and to correctly categorize these crimes as misdemeanors or felonies.

## LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for, drawing, exhibiting, or unlawful use of a:

1. Deadly weapon (other than a firearm)
  2. Firearm
  3. Firearm in the presence of a motor vehicle occupant
  4. Imitation firearm
  5. Loaded firearm on the grounds of any daycare facility
  6. Firearm in the presence of a peace officer
- B. Recognize the crime elements required to arrest, and classification for unlawful discharging of a firearm
1. Willful discharge of a firearm
  2. Gross negligent manner
  3. Which could result in injury or death of person
- C. Recognize the classification of crimes related to unlawful use of weapons as misdemeanors or felonies.
1. Deadly weapon (other than a firearm) is a misdemeanor
  2. Firearm is a misdemeanor
  3. Firearm in the presence of a motor vehicle occupant is a Felony
  4. Imitation firearm is a misdemeanor
  5. Loaded firearms on the grounds of any daycare facility is a felony
  6. Firearm in the presence of a peace officer is a felony

## VI. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 3.

Description	Hours
POST Minimum Required Hours	<u>4</u>
Agency Specific Hours	<u>2</u>
Total Instructional Hours	<u>6</u>



EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 41**  
HAZARDOUS MATERIALS AWARENESS

**Effective date of outline: JULY 1, 2018**

**I. LEARNING NEED**

Peace officers need to know the risks presented by hazardous materials and their role in responding to hazardous materials incidents.

**LEARNING OBJECTIVES**

- A. Identify a hazardous materials incident
  - 1. Any emergency involving the release or potential release
  - 2. Of a hazardous material
  
- B. Identify the specific challenges that are presented by incidents involving hazardous materials
  - 1. Difficulty identifying materials, long and short term health effects, environmental impacts
  - 2. Public safety, multiple hazards
  - 3. Complexity of situation
  
- C. Recognize the roles and responsibilities of a First Responder at the awareness level.
  - 1. Initiate emergency response
  - 2. Isolate and deny entry
  - 3. Take no further action, make notifications
  
- D. Identify the primary pathways in which hazardous materials can enter the human body, including:
  - 1. Inhalation
  - 2. Absorption
  - 3. Ingestion
  - 4. Injection
  
- E. Identify precautions peace officers can take to protect themselves from contacting hazardous materials
  - 1. Be aware of the primary entry routes into the body

**II. LEARNING NEED**

Peace officers must become familiar with the indicators and warning systems that identify specific dangers of hazardous materials in order to respond safely and effectively to hazardous materials incidents.

**LEARNING OBJECTIVES**

- A. Recognize the indicators, of a hazardous materials incident including, but not limited to:
  - 1. National Fire Protection Association 704 (NFPA)
  - 2. Placards/Labels
  - 3. Physical Indicators
  - 4. Witnesses or involved parties
  - 5. Container(s)
  - 6. Victim/Injuries
- B. List standardized sources of information of materials present at a hazardous incident, including, but not limited to:
  - 1. Emergency Response Guide (ERG)
  - 2. Material Safety Data Sheets (MSDS)
  - 3. Shipping papers
  - 4. Other documents

### III. LEARNING NEED

Peace officers must have a clear understanding of the need for safety, isolation, and notification when acting as First Responders at the scene of a hazardous materials incident.

#### LEARNING OBJECTIVES

- A. Recognize the guidelines for safely assessing and approaching a hazardous materials incident
  - 1. Observe hazard form safe distance, give exact location, advise responding units
  - 2. Be cautious, don't rush to assist, approach from upwind
  - 3. Don't eat drink or smoke, eliminate ignition sources, re-assess safety
  - 4. Open communication
- B. Identify factors to consider when establishing a perimeter around a hazardous materials incident
  - 1. Size and type of incident
  - 2. Environmental factors
  - 3. Personnel, resources, etc.
- C. Identify the types of control zones at a hazardous materials incident, including:
  - 1. Exclusion zone
  - 2. Contamination reduction zone
  - 3. Support zone
- D. Identify the information that should be communicated to dispatch from the scene of an incident, including:
  - 1. Location of the incident
  - 2. Type of premises and/or vehicles involved
  - 3. Size and perimeter of the involved area
  - 4. Weather conditions
  - 5. Name of hazardous material involved, if known
  - 6. Information about placards, ID numbers, warning signs, etc.
  - 7. Safe entry and exit routes to and from the scene
  - 8. EMS, if appropriate

9. Location of command post
- E. Identify the procedures to be followed before leaving the scene, (e.g., decontamination, exposure reporting)
1. Check for need to decontaminate persons and equipment
  2. Complete personal exposure report
  3. Follow agency policy

#### IV. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity designed to reinforce an understanding of first responder actions at the scene of a hazardous materials incident to include:
1. Identification of the event as a hazardous materials incident
  2. Application of recommended safety precautions
  3. Use of the Emergency Response Guidebook (ERG) to determine the initial isolation and protective action distances
  4. The need to isolate the scene
  5. Notification considerations
- B. The student will participate in a learning activity designed to reinforce an understanding of the indicators for determining the hazard potential of the suspected material to include:
1. Placard
  2. Sign
  3. Warning label
  4. Any other indication

Description	Hours
POST Minimum Required Hours	<u>4</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>4</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 42**  
CULTURAL DIVERSITY/DISCRIMINATION

**Effective date of outline: AUGUST 1, 2017**

**I. LEARNING NEED**

Peace officers need to recognize and respect the complexities of cultural diversity to develop skills necessary for identifying and responding to California's changing communities.

**LEARNING OBJECTIVES**

- A. Define the terms:
  - 1. Culture
  - 2. Cultural diversity
- B. Describe personal, professional, and organizational benefits of valuing diversity within the community and law enforcement organizations
  - 1. Personal- enhanced officer, increased personal and ethical satisfaction and career survival
  - 2. Professional- improved quality of service, enhanced community support, public trust, reduced public tension, increased community cooperation
  - 3. Organization- improved moral, improved image, reduction in complaints, reduction in litigation
- C. Explain the historical and current cultural composition of California
  - 1. Historical - California first colonized and ruled by the Spanish as time passed it was settled by people from every state in the union as well as other countries.
  - 2. Current - California leads the nation in number of residents born in another country or state

**II. LEARNING NEED**

Peace officers need to become aware of stereotyping that could lead to prejudicial viewpoints and unlawful acts of discrimination.

**LEARNING OBJECTIVES**

- A. Define the term stereotype
  - 1. Preconceived or over simplified generalizations involving negative or positive beliefs about another group
- B. Discuss the dangers of relying on stereotypes to form judgments or to determine actions
  - 1. Can be factually incorrect
  - 2. Reliability of source should be considered,
  - 3. No single person/group characteristics can describe either completely

- C. Define the term prejudice
  - 1. Prejudgment or point of view about a person or group that is usually formed before the facts are known
- D. Define the term discrimination
  - 1. An action or behavior that is prompted on based on prejudiced thought
- E. Define the term racial profiling, including the:
  - 1. Conceptual definition
  - 2. Legal definition
- F. Discuss the legal considerations peace officers should take into account related to racial profiling, including:
  - 1. California Penal Code Section 13519.4
  - 2. Fourth Amendment
  - 3. Fourteenth Amendment
  - 4. Current case law
  - 5. Criminal profiling vs. racial profiling
- G. Discuss the impact of racial profiling on the:
  - 1. Individual citizens
  - 2. Community
  - 3. Officer
  - 4. Criminal justice system
- H. Discuss landmark events in the evolution of civil and human rights
  - 1. The drafting of the constitution, the displacement of Native Americans
  - 2. Mexican American war, civil wars, woman's suffrage, Japanese interment
  - 3. Federal/State civil right legislation, Americans with disability acts, sexual orientation legislation
- I. Define key indices peace officers should recognize and respect that make up evolving culture among a community
  - 1. Every person needs to be recognized as an individual
  - 2. True of all people and cultures
  - 3. Everyone associates with a culture some more than one
- J. Discuss the obligations of peace officers in preventing, reporting, and responding to discriminatory or biased practices by fellow officers
  - 1. Fourteenth and fourth amendment reinforces law enforcements obligation not to discriminate or practice bias and to report situations of such.

### III. LEARNING NEED

Peace officers must recognize that one of the most reliable strategies for successful contacts with individuals from differing cultural, racial, or ethnic backgrounds is to treat all individuals and groups with dignity and respect.

## LEARNING OBJECTIVES

- A. Explain strategies for effective communication within a diverse community, including:
  - 1. Verbal communication
  - 2. Active listening
  - 3. Nonverbal communication
- B. Describe positive officer behaviors during contacts with members of a cross-cultural community
  - 1. Conscious effort to recognize own stereotypes, capitalize on the availability of resources available
  - 2. Recognize and learn about other cultures in jurisdiction, seek opportunities to educate community
  - 3. Establish cultural building blocks
- C. Discuss articles of faith that can be interpreted as a weapon, including:
  - 1. Identification of the article
  - 2. Proper handling of and respect for the article

## IV. LEARNING NEED

Peace officers need to have a lawful basis for recognizing criminal acts as hate crimes and understand the impact of such crimes on victims and communities.

## LEARNING OBJECTIVES

- A. State the legal definition of a hate crime based on the Penal Code
  - 1. Act of intimidation, harassment, force or threats,
  - 2. Directed against persons, family, property
  - 3. Because of ethnic background, nationality, religious belief, gender, age, disability, sexual orientation
  - 4. With intent of causing fear or intimidation
- B. Classify the crime and the elements required to arrest for:
  - 1. Desecrating religious symbols
  - 2. Interfering with religious freedom
  - 3. Terrorizing another
  - 4. Interfering with an individual's civil rights
- C. Explain the legal rights and remedies available to victims of hate crimes based on federal law and Civil Code
  - 1. Conspiracy to interfere with civil rights
  - 2. Forcible interference with civil rights
  - 3. Forcible interference of civil rights under color of authority
  - 4. Willful interference of civil rights under the fair housing act
  - 5. Civil actions under the civil rights act of 1866
  - 6. Conspiracy to deprive any person or class of persons of equal protection of the laws
  - 7. Interference, coercion or intimidation in the violation of then fair housing act
  - 8. Ralph civil right act

9. Bane civil rights act
- D. Describe the impact of hate crimes on victims, the victims' families, and the community
    1. Bitterness, helplessness/frustration
    2. Anger and fear, emotional trauma
    3. Distrust, disharmony, between community members and law enforcement
  - E. Discuss the indicators of hate crimes
    1. Targets of criminal act, acts of vandalism
    2. Presence of graffiti
    3. Threatening phone calls
  - F. Explain considerations when investigating and documenting incidents involving possible hate crimes
    1. Victims
    2. Witnesses
    3. Suspects
    4. Examine and document all possibilities

## V. LEARNING NEED

Peace officers need to have an understanding of what constitutes sexual harassment, how to respond to sexual harassment in the workplace, and the legal remedies available through the sexual harassment complaint process.

### LEARNING OBJECTIVES

- A. State the legal definition of sexual harassment
  1. Sexually oriented behavior that is unwelcome,
  2. Personally offensive and
  3. Creates an intimidating and hostile work environment
- B. Discuss the federal and state laws dealing with sexual harassment to include:
  1. Title VII
  2. Government Code Section 12940 et. seq.
  3. Concept of Quid Pro Quo
  4. Concept of hostile work environment
  5. Current case law
- C. Explain the legal remedies available to a victim of sexual harassment
  1. FEHA
  2. DFEH
  3. Can file under workers compensation law
  4. EEOC
- D. Describe behaviors that constitute sexual harassment, including:
  1. Verbal

2. Physical
  3. Visual
  4. Written material
  5. Sexual favors
  6. Threats
  7. Hostile work environment
  8. Force
- E. Explain the mandated sexual harassment complaint process guidelines
1. Complaints must be listened to
  2. Counseling or options should be provided, complainants should be documented
  3. Appropriate investigative actions should be taken
- F. State the protections that exist to prevent retaliation against anyone submitting a sexual harassment complaint
1. Government code section 12950 protects complaints and witnesses in sexual, harassment cases.
- G. Describe the methods for responding to sexually offensive or unwanted behavior
1. Inform harasser conduct is unwelcome
  2. Offensive and should cease
  3. Report conduct to supervisor or their equivalent
  4. Can report to human resource office
  5. State of Federal agencies

## VI. REQUIRED LEARNING ACTIVITIES

- A. Given a diagnostic instrument, questionnaire, personal inventory or equivalent method, students will participate in a learning activity that requires self-assessment to determine their own level of cultural sensitivity and experience in interrelating with cultural groups.
1. The learning activity should provide the student with an opportunity to determine their current level of experience in dealing with cultural groups
  2. The learning activity should also serve as a starting point for an instructor-facilitated classroom discussion and/or small group discussions which address perceptions, experiences, fears, and stereotypes concerning contact with cultural groups

Discussion may include, but is not limited to cultural stereotypes, ethno phobia, homophobia, xenophobia, gender bias, and media impact on cultural perceptions

- B. Given a minimum of three POST-developed video re-enactments depicting law enforcement contacts with cultural groups, or an equivalent number of simulations, scenarios or video representations provided by the presenter, the student will participate in an instructor-led discussion evaluating the appropriateness and professional quality of the contact.

Among the issues which must be addressed are:

1. Any positive or negative behaviors demonstrated by contacting officers
2. The apparent perception of the cultural group regarding the contact
3. Presence or absence of cultural stereotyping



4. The level of cultural understanding demonstrated by the officers
5. The legality of the contact and subsequent actions of the contacting officers
6. The professional, personal, and organizational impact of the contact, either positive or negative
7. Cultural group history, customs, religious conventions, core values, or other perceptions material to the contact

Presentation of the video re-enactments, simulations, or scenarios may be done collectively or may be interspersed throughout the instructional block at the discretion of the instructor.

- C. Given a minimum of four POST-developed video re-enactments depicting possible sexual harassment, or an equivalent number of simulations, scenarios, or video representations provided by the presenter, the student will participate in a facilitated discussion which addresses the following:
  1. Any behaviors which are illegal, as defined by federal or state sexual harassment laws
  2. Professional, personal, and organizational impacts of the incident
  3. Legal and administrative consequences of the behaviors observed
  4. Whether or not state sexual harassment reporting guidelines apply to the situation
- D. Given a minimum of two POST-developed video re-enactments or written descriptions of possible hate crimes, or an equivalent material provided by the presenter, the student will participate in a facilitated discussion, which addresses the following:
  1. Whether or not the incident constituted a hate crime under the law
  2. Impact of the incident on victims, their families and the community
  3. Effectiveness of the law enforcement response
  4. Legal rights of, and remedies available to the victim(s)
- E. The student will participate in a series of learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources. At a minimum, each activity or combination of activities must address the following topics:
  1. The impact racial profiling may have had on them as individuals or their community
  2. Concerns the students may have as to how racial profiling will affect them in the field
  3. Clarification of the myths and realities of racial profiling
  4. The concept of individualized suspicion as it pertains to probable cause
  5. How the history of the community can affect the way they view law enforcement today
  6. Law enforcement's obligation to various cultures within the community
  7. What law enforcement must do to increase trust with the community
  8. Law enforcement's obligation to respond to and report incidents of discriminatory or biased practices by fellow officers
  9. The importance of applying leadership during contacts with persons from diverse cultures as it pertains to profiling, ethics and community policing

- F. Given three POST-develop video re-enactments depicting possible racial profiling students will participate in a facilitated discussion and/or small group discussion which addresses the following:
1. Application of the 4th and 14th Amendments and current case law
  2. Consensual contacts as it pertains to racial profiling
  3. Importance of articulable characteristics or behaviors to develop probable cause.

Description	Hours
POST Minimum Required Hours	<u>16</u>
Agency Specific Hours	<u>4</u>
Total Instructional Hours	<u>20</u>

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 43**  
EMERGENCY MANAGEMENT

Effective date of outline: **AUGUST 1, 2017**

I. LEARNING NEED

Peace officers must become familiar with what terrorist threats are; the definitions, tactics, groups and potential targets.

LEARNING OBJECTIVES

- A. Recall the definition of terrorism
  - 1. Premeditated, politically motive violence perpetrated
  - 2. Against not combatants targets by sub national groups
  - 3. Or clandestine agents usually intended to influence an audience
  
- B. Identify typical terrorist methods, motivations and tactics
  - 1. Desire to further politic or social objectives
  - 2. To target civilian population with
  - 3. Intent to coerce a government or its civilian population
  
- C. Identify domestic terrorist groups
  - 1. National/separates
  - 2. White supremacy
  - 3. Revolutionary socialist
  
- D. Identify special interest terrorist groups
  - 1. Animal rights
  - 2. Environmental preservation
  - 3. Abortion rights
  
- E. Identify international terrorist groups
  - 1. Hezbollah
  - 2. Al Qaeda
  - 3. PLO

II. LEARNING NEED

Peace officers must become familiar with and understand counterterrorism concepts.

LEARNING OBJECTIVES

- A. Identify the Department of Homeland Security threat levels
  - 1. Severe

2. High
3. Elevated
4. Guarded
5. Low

B. Recognize terrorism indicators and counterterrorism measures

1. Identification of recruitment
2. Remove financial support
3. Monitor substances used in weapons
4. Surveillance
5. Increased security on key dates
6. Counter surveillance
7. Documentation and persons contacts
8. Increased awareness of suspicious behavior
9. Increased media awareness
10. Government must maintain strong appearance

C. Identify law enforcement prevention/deterrence actions

1. Community oriented policing
2. Recognizing suspicious activity
3. Reporting suspicious activity

D. Identify public safety information sharing resources

1. Department of Homeland Security
2. FBI, ATF, OES,
3. Local police and sheriff

### III. LEARNING NEED

Peace officers must understand what a threat and vulnerability assessment is and the rationale associated with threat assessment.

#### LEARNING OBJECTIVES

A. Identify the concepts of a threat and vulnerability assessment

1. Attractiveness of a target
2. Potential of success and
3. The potential for avoiding identification and capture

B. Identify local critical infrastructure sectors

1. Agriculture, food, water, public health
2. Emergency services, government, defense industries, telecommunications
3. Energy, transportation, banking, postal facilities

C. Identify threat assessment rationale

1. Identification of potential targets
2. Access to federal grant funds

3. Acquire the benefits of mutual aid
4. Provide a visible deterrent and to increase familiarity with infrastructure

#### IV. LEARNING NEED

Peace officers must have a comprehensive understanding of the intelligence cycle and the intelligence resources available to them.

##### LEARNING OBJECTIVES

###### A. Identify the intelligence cycle

1. TLO
2. STTAC
3. CSWC
4. JTTF
5. RTAC

###### B. Identify intelligence resources

1. TSC
2. FBI
3. CIA
4. NSA
5. TSA

#### V. LEARNING NEED

Peace officers must be familiar with, understand, identify and effectively respond to an event involving Weapons of Mass Destruction (WMD).

##### LEARNING OBJECTIVES

###### A. Identify Weapons of Mass Destruction (WMD)

1. Bomb, grenade,
2. Rocket, missile
3. Mines

###### B. Identify routes of exposure and the assessment of WMD exposure

1. Inhalation
2. Ingestion
3. Absorption
4. Injection

###### C. Identify the components of the R.A.I.N. Concept:

1. Recognize the hazard of threat
2. Avoid the hazard/becoming contaminated/injured
3. Isolate the hazard area
4. Notify the appropriate support

- D. Identify biological WMD agents
  - 1. Anthrax, botulism toxins, brucellosis, cholera
  - 2. Clostridium perfringens, hemorrhage fevers, melioidosis, plague
  - 3. Q-fever, ricin, rift valley fever, saxitoxins, staphylococcal enterotoxinsb,
  - 4. Trichothecene mycotoxins, tularemia, VEE
- E. Identify the characteristics of nuclear/radiological WMD agents
  - 1. Alpha
  - 2. Beta
  - 3. Gamma
  - 4. Neutron
- F. Identify the characteristics of incendiary devices
  - 1. Stationary
  - 2. Hand thrown or self-propelled
  - 3. Triggered through chemical, electronic, or mechanical, means
- G. Identify the types of chemical WMD and toxic industrial chemicals/materials
  - 1. Incapacitating agents
  - 2. Toxic agents
- H. Identify the effects of toxic industrial chemicals/materials
  - 1. Dead plants
  - 2. Dead or dying animals
  - 3. Numerous sick or dead victims
  - 4. Presence of visible vapor cloud
  - 5. Reports of strange odors
- I. Identify the types and characteristics of explosives and improvised explosive devices
  - 1. Vehicle bombs
  - 2. Pipe bombs
  - 3. Satchel charge
  - 4. Suicide bombers
- J. Identify the importance of WMD job aids for First Responders:
  - 1. Louisiana State University (LSU) WMD Response Guide
  - 2. Emergency Response Guide (ERG)
- K. Identify response strategies and decontamination issues
  - 1. Response strategies - 911 calls, media reports, medical sources, dispatch centers. Response must be deliberate, coordinated, and safely executed
  - 2. Decontamination issues - emergency decontamination and technical decontamination
- L. Identify the phases of a WMD incident
  - 1. Prevention and deterrence
  - 2. Notification

3. Response
4. Restoration
5. Recovery

M. Identify the categories of basic on-scene actions at a WMD incident

1. Isolation
2. Identification
3. Notification
4. Protection/mitigation
5. Documentation
6. Transition

N. Identify incident response priorities

1. Life versus property
2. Crime scene protection
3. Preservation of evidence

O. Identify types and levels of Personal Protection Equipment (PPE) and decontamination considerations

1. Remove gross containments from a person, object, or area
2. By either destroying, making harmless, neutralizing, or removing the hazard
3. Wash off water should be collected and personnel must be medically evaluated

## VI. LEARNING NEED

Peace officers must have a basic understanding of the command systems used both by the State of California and the Federal government.

### LEARNING OBJECTIVES

A. Identify law enforcement, First Responder roles and responsibilities associated with responding to a critical incident

1. Officer safety
2. Attending to casualties
3. Set up perimeter
4. Set up command post

B. Recall the history of the Incident Command System (ICS)

1. Used in the military
2. Adopting by law enforcement in the 1980's
3. Today ICS must be used for monetary reimbursement

C. Identify the features of ICS

1. Common terminology, modular organization
2. Integrated communications, incident action plan
3. Unity of command, span of control
4. Designated incident facilities, comprehensive resource management

- D. Identify the five functional components of ICS
  - 1. Command-Overall policy and guidelines for incident
  - 2. Operations-Implements operational plan
  - 3. Planning-/Intelligence-prepare plan
  - 4. Logistics- provides support
  - 5. Finance- compensation and claims
  
- E. Identify the components of the State of California Standardized Emergency Management System (SEMS)
  - 1. Incident command system
  - 2. Operational area concepts
  - 3. Mutual aid agreements
  - 4. Multi agency coordination
  
- F. Identify the components of the National Incident Management System (NIMS)
  - 1. Command and management
  - 2. Preparedness components
  - 3. Resource management
  - 4. Communications information management
  - 5. Supporting technologies
  - 6. Ongoing management and maintenance

## VII. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 3.

## VIII. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a facilitated discussion, which defines terrorism and identifies by name specific international, domestic, and special interest terrorist organizations.
- B. The student will participate in a facilitated discussion on how to implement the Incident Command System (ICS) and its relationship to the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). The discussion will minimally address the following topics:
  - 1. Identification of the component parts of ICS
  - 2. Identification of the component parts of SEMS
  - 3. Identification of the component parts of NIMS
  - 4. Legal authority for ICS, SEMS, and NIMS



Description	Hours
POST Minimum Required Hours	<u>16</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>16</u>

## Tactical Communications

### Introduction

- a. Introduction of Instructors
- b. Explanation of Scenario Based Training and Rotations
- c. Expectations

### PROFESSIONAL VS. PERSONAL

2. Basic Elements of Effective Communication
  - a. Verbal Communication
    - i. Officer to Officer
    - ii. Officer to Suspect
    - iii. Officer to Citizen
  - b. Intra-verbal Communication
    - i. Tonality
  - c) Non-verbal Communications
    - i. Observation
    - ii. Body Language
    - iii. Posturing
    - iv. Translation
3. Professionalism
  - a. Profession of Law Enforcement
    - i. Visibility
    - ii. Codified Body of Knowledge
    - iii. Continuous Training
    - iv. Ethical Standards
      - 1) Law Enforcement Code of Ethics
    - v. Licensed
      - 1) POST Certification
  - b. Non-Professional
    - i. Inappropriate Language
    - ii. Uniform/Clothing/Equipment
    - iii. Physical Presence
  - c. Expectations
    - i. Community
    - ii. Agency/Fellow Officers
    - iii. Suspects
    - iv. Self/Family/Friends
4. Tactical Communication/Use of Force
  - a. Presence
    - i. Uniform

- b. Verbal
    - i. Authority
  - c. Hands On
    - i. Defensive Tactics
  - d. Artificial
    - i. Taser
    - ii. K-9
  - e. Impact
    - i. Baton
    - vi. Deadly
5. Tactical Communication Techniques
- a. Active listening – Four Steps
    - i. Open
    - ii. Hear Initially
    - iii. Interpret
    - iv. Act Appropriately
  - b. Empathy
  - c. Questioning Strategy
    - 1) Fact Finding
    - 2) Indirect (General)
    - 3) Direct (Closed)
    - 4) Leading
    - 5) Opinion Seeking
  - d. Paraphrasing
    - i. Necessary back-up system to communication
    - ii. “You’re feeling \_\_\_\_\_, because of \_\_\_\_\_.”
  - e) Summarizing
    - i. Creates decisiveness and authority
    - ii. Reconnects communication when temporarily interrupted
  - f) Mediation
6. Tactical Communication video series
7. Tactical Communication Process for Field Contacts
- a. The “8 Step Car Stop” or “7 Step Meet and Greet”
    - i. Greeting
      - 1) Professional, courteous, “Good morning, sir.”
    - ii. Introduction: Officer and Department
    - iii. Explanation
      - 1) Reason for sop/contact (non-felony)
    - iv. Justification

- 1) Can they provide justified reason
  - v. Identification (Driver License)
  - vi. Vehicle registration (Car Stops)
  - vii. Evaluation/Decision on Appropriate Action
    - 1) Reasonable Arc of Movement
  - viii. Closing
    - 1) “Appreciate your cooperation” vs. “Have a good day”
- 8. Deflection/Springboard Focus Technique
  - i. Acknowledgement
  - ii. Deflector
- 9. Communication Process to Achieve Voluntary Compliance
  - a. The “5 Step Hard Style”
    - i. Ask
      - 1) Ethical Appeal
    - ii. Context
      - 1) Reasonable Appeal
      - 2) Explain legal grounds, present evidence
    - iii. Options
      - 1) Personal appeal “You’ve got some good options”
    - iv. Confirm
      - 1) Practical Appeal
    - v. Act
      - 1) Disengage and/or escalate
- 10. Five Times Words Fail
  - a. Security
    - i. Whenever others are in imminent jeopardy
    - ii. Whenever property under your control is threatened
  - b. Attack
    - i. A personal danger zone has been violated
      - 1) Training (Boxer v. Judo)
      - 2) Situational
  - c. Flight
    - i. Whenever a subject unlawfully flees your presence
  - d. Excessive repetition
    - i. No voluntary compliance is forthcoming
    - ii. Verbal options have been exhausted
  - e. Revised Priorities
    - i. A matter of higher priority requires your immediate attention
  - f. Intervention

- i. Intentional Contact
  - 1) Officer
  - 2) Community
  - 3) Suspect
- ii. Escalation/De-escalation
  - 1) Delayed
  - 2) Advance
  - 3) Immediate
- g. Officer Safety
  - i. Positioning
  - ii. Environment
  - iii. Reading Suspect(s)
    - 1) Bladed Stance
    - 2) Non-verbal Cues
  - iv. Control/voluntary compliance

## INTERPERSONAL COMMUNICATIONS

- 11. Interpersonal Communications
  - a. Officer to Officer
  - b. Officer to Citizen
  - c. Officer to Victim
  - d. Difficult people
    - i. Emotional
    - ii. Intoxicated
    - iii. Argumentative/Angry
  - e. Dominating people
  - f. Interaction/Communication
    - i. Listening
    - ii. Persuasion
    - iii. Appropriate Communication
- 12. Scenarios
- 13. Closing
  - a. Debrief
  - b. Evaluations

Summary of Scenarios:

1. The student will initiate a traffic stop on a vehicle and contact the driver. The student will demonstrate the use of the "8-step" traffic stop. The student will transition to the "5-step" hard style if they receive resistance.
2. The student will be dispatched to contact a subject at the substation. The subject will be complaining that he recently received a citation for driving while using his cell phone. The subject will want to complain about the deputy not following the same rules and ask if the deputy will issue a citation to another deputy. Student should de-escalate situation through communication.
3. The student will be dispatched to check the welfare of a subject sitting on the sidewalk. Reporting party requests phone contact only. Upon arrival the student will contact the subject who is homeless and deaf. Through good communication, the student will determine the subject is not violating any laws, wants to sit on the side of the road, and is deaf.
4. The student will be dispatched to a subject walking on the side of the road with a firearm in a holster on his belt. The subject is going to have a loaded magazine in a magazine pouch on the other side of his belt. The subject will be compliant with the deputy but will be verbally abusive and demand to know why he is being detained.
5. The student will be dispatched to a neighbor dispute. Upon arrival, the reporting party will want to file a report because the neighbors flower pedals are blowing into the reporting party's front yard. The reporting party will be frustrated and demand a report be taken.
6. The student will be dispatched to the front counter of the Sheriff's Office. A subject is demanding to see the Sheriff and is refusing to leave until he sees the Sheriff. The subject will indicate the Sheriff is an elected official and is required to be available to the citizens of Kern County. The subject will refuse to discuss the matter with anyone but the Sheriff.
7. The student will contact a clerk at the River City Police Department and request a copy of a report. A gun was stolen in Kern County but recovered in River City Police Department jurisdiction. The Clerk will be rude, questioning if the deputy is even sworn personnel.

Description	Hours
POST Minimum Required Hours	<u>0</u>
Agency Specific Hours	<u>4</u>
Total Instructional Hours	<u>4</u>